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INDUCTIVE COURSE
in
ENGLISH

Language
Lessons



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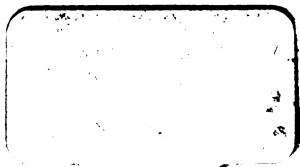
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Inductive Course in English

LANGUAGE LESSONS

FOR

GRAMMAR GRADES

BY

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AUGUSTUS H. KELLEY.

P R E F A C E.

It has been the aim of the authors to present in this book the kind of language work needed to increase the thought power of pupils in the grades of grammar schools, to cultivate accuracy of expression, to develop a taste for the best literature, and at the same time to give such sentence forms for study as shall enable children to adequately express new thoughts as they are awakened. To accomplish these ends by the natural method, the sentence has been considered *the unit of thought*.

Proper material for awakening thought, and for increasing facility in expression, is furnished by every lesson. To make the gain in language power steady and progressive, the lessons are carefully graded.

In addition to the graded lessons on sentence forms, subjects of study embracing the varied kinds of composition work are freely supplied in their appropriate places to afford the opportunities needed for using proper language forms in expressing original thoughts. Some of the lessons are on nature study, and require such careful, systematic work that the pupils are delighted at the defi-

nite results reached in both language and nature work. These lessons on nature study are not confined to individual specimens or special localities, but are general in their application, thus enabling teacher and pupils to choose the specimens suited to season and environment.

Some of the choicest specimens which our literature affords are used as subjects of careful study, and as guides to literary style. The study of these masterpieces is no small part of an education in English literature.

The thought relations which constitute the basis of the study of grammar are so arranged in these lessons that the mastery of technical grammar, when reached, becomes a positive pleasure to children, because they approach this once difficult study by the natural method.

The inductive method has been followed in every lesson of this book. The advice and judgment of the most skilled educators have been secured in preparing these lessons, as well as that of the experienced oculist, Dr. F. F. Whittier in selecting that kind of type and paper best adapted to the eyes of the pupil, and this opportunity is most gladly used to thank them for their generous help.

The selections from Celia Thaxter, Emerson, Hawthorne, Holmes, Longfellow, Lowell, and Whittier are used by permission of Houghton, Mifflin & Co., the authorized publishers of the writings of these authors.

SUGGESTIONS TO TEACHERS.

ALL the lessons of this book are intended to be suggestive to teacher and pupil alike. Their purpose is to awaken and stimulate thought, and to direct thought expression intelligently and systematically, until a correct knowledge of the use of English shall have been obtained by the children.

The early lessons of this book are based upon the fact that, **mastery of the sentence sense must be acquired by the children before they can make intelligent progress in their language work.** Teach them, therefore, to talk and to recite in the sentence forms best suited to the natural expression of their thoughts, until correct habits of speech are formed. *This book is planned to produce these results.*

Too much care cannot be given to teaching correct expression of every-day thoughts in early life; for the forms of speech of our childhood days are quite likely to remain with us to the end.

The child who has reached the fifth year of his school life without a knowledge of the sentence sense is handicapped in his language work, and deprived of a portion of the birthright of the child of a republic.

No substitute for the sentence sense can take its place, and whoever is deceived into attempting to obtain a definite knowledge of English in some other way is wasting valuable time.

Teach the children to speak and to write their thoughts in good sentences from the very beginning of their language study, by following the lessons of this book in their regular order, adding suggested lessons as needed; and by holding them to the same definite use of language in their other studies, until habits of **using** correct English are formed.

Require the children to master each lesson of the book in its order, that the growth in power may be regular and symmetrical.

Every selection for study, and every poem to be learned, must be mastered in detail. Every thought must be studied, and the force of every mark of punctuation understood.

DICTATION.

The reproduction of the sentence exercises, and parts of the selections of this book will aid the children in acquiring the sentence sense.

In every dictation exercise the thought must be made clear in the mind of the children before they attempt to write the sentences. The ideas first, then the words that represent them, is the true order.

Dictation exercises enable the children to learn to do by doing. They give the quick ear, the ready attention, and insure rapidity and accuracy in reproduction.

The skillful teacher can always decide upon the kind and amount of dictation exercises needed.

The following suggestions for dictation will be helpful:

1. Begin with short sentences, such as the children can understand by hearing them read through once.

2. Read the *entire sentence* to be written, and read it but once. Remember that the children are attempting to reproduce *thoughts*, not *words*; and they must grasp the thought as a whole.

To dictate piecemeal is to defeat the very purpose for which dictation exercises are used.

3. **Never read a dictated sentence to a class a second time.** If a few children do not grasp the sentence at the first reading, do not allow their failure to retard the rest. *Repetition produces inattention.*

4. Require the sentences to be written as rapidly as neatness and accuracy will permit.

5. Never keep a class waiting for a few slow children to catch up. Facility and accuracy always wait upon promptness and acute attention. If the slow cannot be taught to write more rapidly *with the class*, put them by themselves for extra drill. Do not make a whole class slow, because a few are slow. The bright children have rights, as well as the dull.

6. Gradually increase the length of the sentences dictated, until the children can readily write, from a single reading, sentences as long as they should use to express their most mature thoughts.

PUNCTUATION AND COMPOSITION.

You will see by a study of the lessons of this book that punctuation is taught on every page; that the children are taught to punctuate by punctuating, not by talks about punctuation; that the punctuation is made a regular, and an essential part of all the composition work.

Here, as in every other kind of work, the self activity of the child in doing the right thing develops his power to do right. If the marks of punctuation in the poems and selections are fully understood every difficulty of punctuation will be mastered as it is met, and the exercises and the literature studied will be fully understood.

The skilled teacher will soon see that the lessons of this book were made for the children to use; that every lesson gives definite work for the children to do; and that the mastery of each lesson gives added power for comprehending the lessons that follow.

TEACHERS HAVE BEEN REQUIRED TOO LONG TO DO MUCH OF THE WORK WHICH CHILDREN SHOULD BE TAUGHT TO DO FOR THEMSELVES. THIS IS ESPECIALLY TRUE IN LANGUAGE WORK; AND THE INDUCTIVE COURSE IN ENGLISH WAS PLANNED PRIMARILY TO TEACH THE CHILDREN TO USE GOOD LANGUAGE BY GIVING THEM AMPLE OPPORTUNITY FOR USING IT, AND INCIDENTALLY TO BRING RELIEF TO THE OVER-WORKED LANGUAGE TEACHERS.

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LANGUAGE LESSONS

FOR

GRAMMAR GRADES.

PART FIRST.

LESSON I.

SIMPLE SENTENCES. — STATEMENTS.

Copy the following sentences:

1. Children love games.
2. Boys are playing ball in the field.
3. Girls are swinging in the grove.
4. The horse is a noble animal
5. The farmer plants corn in the spring.

The sentences you have just copied are used to express thoughts. About what are these thoughts expressed?

Each of these sentences is a **statement**.

A **statement** is a sentence used to tell, or state, a thought.

What does the first sentence tell us about *children*?

What does the second sentence tell us about *boys*?

What does the third sentence tell us about *girls*?

What does the fourth sentence tell us that *the horse is*?

What does the fifth sentence tell us about *the farmer*?

With what kind of letter does each of these sentences begin?

What mark is placed after each sentence?

You may now express thoughts of your own.

Your thoughts may be about children, boys, girls, the horse, the farmer, the blacksmith, and the grocer.

When you can tell in good sentences, something about each of the things just named, you may write your sentences.

Be sure to begin and end your sentences correctly.

LESSON II.

STATEMENTS.— ORIGINAL.

We now wish you to write your own thoughts in proper form.

Think what you wish to say before attempting to write your thoughts.

Let each statement begin with a capital letter and end with a period.

Every statement should begin with a capital letter and end with a period.

Write one or more statements about each of the following: dogs, cows, sheep, hens, pigeons, pigs, ducks, and kittens.

You may write as many statements as you wish about each kind of animal named.

Recall what you know about these animals, and do not attempt to write your sentences until you have thoughts to express.

When you read sentences, you are reading the expression of thoughts. In speaking or writing your own sentences you are expressing your own thoughts.

Sentences are used to express thoughts.

LESSON III.

SIMPLE SENTENCES. — QUESTIONS.

Copy the following sentences:

1. What game do you like best?
2. Why do you prefer this game to all others?
3. How many does it take to play the game?
4. When did you play it last?
5. Who played on your side?

After you have copied these sentences carefully you may answer each question with a written statement.

Be sure that your answers express your own thoughts about the game.

The sentences that you copied at the beginning of the lesson show how questions are written. They give us a new form of expressing thought.

Notice the mark after each question. This mark is called an **interrogation point**.

Find other questions in this book. What mark is placed after each question?

Make a rule telling what mark should be placed after a question.

Write five questions about one or more subjects in the schoolroom. Be sure not to omit the interrogation points. Answer each of your own questions in a written sentence.

LESSON IV.

QUESTIONS INVENTED.

Mary has a pet rabbit. You wish to know all about it, as you may like to get a rabbit for yourself.

Ask questions of Mary until you learn all you wish to know about the rabbit.

Ask her where she got her rabbit.

Ask how old it is.

Ask what its color is.

Ask where she keeps it.

Ask what it eats.

Ask what it likes best to eat.

Ask what it drinks.

Ask if it is tame.

Ask if it will eat out of her hand.

Ask if it will come when she calls it.

Ask where it sleeps.

Ask what its bed is made of.

Ask any other questions about the rabbit that you wish.

Write all your questions carefully.

Be sure that each question begins with a capital and ends with an interrogation point.

Every question should begin with a capital letter and end with an interrogation point.

LESSON V.

SIMPLE SENTENCES.—COMMANDS OR REQUESTS.

Copy the following sentences:

1. Open your geographies to the map of the United States.

2. Point out on this map the place where you live.

3. Find on the map the position of the capital of the United States.

4. Tell me the direction of the capital of the United States from your home.

5. Name the important places you would pass through in going from your home to Washington.

In the sentences you have just copied, who seems to be speaking?

To whom is this person speaking?

How many things were they asked, or requested, to do?

We call such sentences as those just copied, *commands*, or *requests*.

Write several requests such as you might make of your classmates.

Write requests that it would be proper to make of your teacher.

Write requests that you might make of your father or your mother.

Notice that commands, or requests, begin with capital letters and end with periods.

LESSON VI.

FORMS OF SIMPLE SENTENCES.



1. George Washington was the first President of the United States.

2. Why was he called the Father of his Country?

3. Look now at the picture of Washington.

4. How noble and generous-hearted he looks!

Copy these four sentences carefully. Be sure that you begin each sentence with a capital letter.

Remember to copy the marks of punctuation.

About whom does the first sentence tell us? What does the second sentence do? Does the third sentence tell anything? To whom does it seem to be addressed? May it be addressed to more than one person? To how many?

Does the fourth sentence differ from the others? Does it seem to be addressed to any one? What does the mark of punctuation at the end of sentence four tell you?

These four kinds of sentences are given early in the book, because you are using such sentences in your speech every day.

You should learn to understand how such sentences look when written so that you can write your thoughts correctly.

You have heard or read stories about George Washington.

No doubt you have learned something about his boyhood, — how he loved to play soldier, or to ride horseback, or how he desired to become a sailor.

Write ten sentences of your own about Washington.

Write four of your sentences similar to those at the beginning of the lesson to show that you understand how to use each kind of sentence to express your own thoughts in writing.

Make a rule telling with what kind of letter every sentence should begin.

LESSON VII.

A STORY OF WASHINGTON.

When Washington was quite a young man he decided to go to sea as a midshipman. All his plans had been made, and the little boat had come to take him to the ship.

After his trunk had been carried to the boat, he went to bid farewell to his mother and found her weeping. The sight of his mother's grief affected him, and he at once changed his mind. Turning quickly to a ser-

vant he said, "Bring my trunk back, I cannot go and break my mother's heart."

His mother said through her tears, "God has promised to bless children who honor their parents, and I do believe he will bless you."

After reading this story carefully, write it in your own words.

LESSON VIII.

KINDS OF SIMPLE SENTENCES.

Copy the numbered sentences in this lesson.

1. John Adams was the second President of the United States.

2. We heard the roar of the ocean on the wintry shore.

These two sentences are statements. They state facts. Such sentences are called **declarative sentences**.

3. Have you been in bathing this morning?

4. When do you expect your cousins?

These two sentences are questions. Such sentences are called **interrogative sentences**.

5. Learn your lessons well.

6. Lock the door.

7. Go at once.

These three sentences are commands or requests. Such sentences are called **imperative sentences**.

8. How powerful he is!

9. What a beautiful moonlight night this is!

These two sentences express strong feeling or emotion.

They are called **exclamatory sentences**.

All the sentences you have just copied are simple sentences, because each contains but a single thought.

Write two declarative, two interrogative, two imperative, and two exclamatory sentences, using to aid you as many of the following words as you wish:

path	dog	bird	flower	book
street	bicycle	tree	snow	sled

LESSON IX.

PICTURE STORY.—POND LILIES.



Where are these people?

What are their names?

Which one is reaching over the side of the boat?

What are they doing?

Where do they live?

How came they here?

How will they get home?

What will they do with the pond lilies?

Write answers to these questions.

LESSON X.

SENTENCES FOR STUDY.

1. The farmhouse stands on the hill.

2. Where do the birds go in winter?

3. How many ounces make a pound?

4. The way into my parlor is up a winding stair.

5. Keep good company or none.

6. How dark the night is!

7. Please close the door.

8. Look out for the locomotive!
9. The vacation will soon be over.
10. Are you fond of ice-cream?

Copy these sentences, putting the statements, questions, commands, and exclamatory sentences in groups by themselves.

Remember that every statement or command begins with a capital, and ends with a period (.).

The question, or interrogative sentence, always begins with a capital, and ends with an interrogation point (?).

An exclamatory sentence always begins with a capital, and ends with an exclamation point (!).

Your minds are full of thoughts about what you do at home, about the games you play, the books you read, the lessons you study, and many other things interesting to boys and girls.

Write three sentences of each kind just copied, to express your own thoughts about things that interest you.

LESSON XI.

Learn this little poem:

LITTLE MAY.

Have you heard the waters singing,
Little May,
Where the willows green are leaning
O'er their way?

Do you know how low and sweet,
O'er the pebbles at their feet,
Are the words the waves repeat,
Night and day?

Have you heard the robins singing,
Little one,
When the rosy dawn is breaking,—
When 'tis done?

Have you heard the wooing breeze,
In the blossomed orchard trees,
And the drowsy hum of bees
In the sun?

All the earth is full of music,
Little May,—
Bird and bee, and water singing
On its way.

Let their silver voices fall
On thy heart with happy call:
“Praise the Lord, who loveth all”
Night and day,
Little May.

MRS. MILLER.

Study the marks of punctuation in the poem, as they will help you to understand the meaning. Name the pictures shown you by this poem.

With what kind of letter does each line of this poem begin? Look at other poems to see the kind of letter with which their lines begin.

Make a rule telling how each line of poetry should begin.

LESSON XII.

DICTATION. — REVIEW.

1. What kinds of fruit can be seen in the window of a fruit store?
2. The apple is the most useful of the New England fruits.
3. What delicious apple pies my mother makes!

4. The orange is by far the most important of the fruits grown in Florida.

5. Have you ever seen an orange tree filled with snow white blossoms?

6. An orange tree laden with its ripe golden fruit is indeed a beautiful sight!

7. Florida oranges ripen from late in November until early in March.

To the Teacher.— All new words should be taught the children before they are asked to write them in dictation lessons. It is well to have all the words that begin with capitals taught, and the reasons for the use of the capitals made plain before giving the words in dictation. See Dictation, p. vii.

LESSON XIII.

IMPERATIVE SENTENCES. — USE OF COMMA.

Study the following imperative sentences:

1. Always speak the truth.
2. Never waste your time.

Let us add a word to the first of these sentences.

Always speak the truth, Thomas.

Let us place a word before the second sentence.

Agnes, never waste your time.

To whom is the first sentence now addressed?

To whom is the second sentence now addressed?

Do you now see how an imperative sentence differs from a declarative sentence? There are many things you would like to say to your classmates.

Write four imperative sentences, addressed to four of them.

Direct them to do what you wish.

Could sentences 1 and 2 be addressed to all your classmates at the same time?

See if the four new sentences you have just made can properly be addressed to the whole class, if you omit the names of your classmates.

How are *Thomas* and *Agnes* separated from the rest of the sentences to which they belong?

Have you used the comma correctly in your new sentences?

LESSON XIV.

PUNCTUATION STUDY.

1. James please show me your writing-book.
2. Please close the door Ruth.
3. Henry where does our lesson begin this morning?
4. Have you finished your drawing Mary?

How many commas should you use in each of the above sentences?

Notice where the commas are to be placed.

Can you think of any one as speaking in the language of these sentences?

Could the sentences be used without the words, James, Ruth, Henry, and Mary?

In each of these sentences, who is spoken to or addressed?

Copy the sentences at the beginning of the lesson and place commas where they are needed.

You may address four sentences to any four of your classmates.

Be sure to have your sentences express just what you wish to say.

Use the name of each classmate addressed.

Place the commas where they belong without help from your teacher.

Notice how every sentence in this entire lesson is punctuated.

LESSON XV.

NAMES OF PERSONS.

Copy the following sentences :

1 Martha, Louise, Agnes, and Eva went hunting Maryflowers yesterday.

2. George, Robert, Morris, and Thomas are going fishing with uncle Frank this afternoon in the Nixie.

How many names of persons are mentioned in these sentences ?

Notice carefully the use of the comma in these sentences.

Write a sentence using the names of five boys.

Write a sentence using the names of five girls.

Be careful of your capital letters and of your punctuation.

With what kind of letter do these *names of persons* begin ?

Find other names of persons in this book.

Make a rule telling with what kind of letters the names of persons should begin.

LESSON XVI.

GATHERING MAYFLOWERS. — ORIGINAL STORY.

Where do you suppose Martha and the other girls went to look for Mayflowers ?

Did they take their luncheons with them ?

Did they find many flowers ?

What adventure did they have ?

You may write a story of their good time.

LESSON XVII.

PICTURE STUDY.—ANIMALS AND CHILDREN.



What kind of animals do you see in the picture? What are they doing? Where are they? Have they been here all day?

What are the names of the children? Where have they been? Where do they wish to go now? Do these children live in the country? How do you know?

What other things do you see in the picture besides the animals and the children?

Write an answer to each of these questions. Be sure that each answer is a sentence.

LESSON XVIII.

A FISHING TRIP. — ORIGINAL STORY.

Tell about the fishing trip of George and the other boys with Uncle Frank. What kinds of fish did they catch? Who caught the most? Did Uncle Frank allow any of the boys to sail the Nixie? Was the weather rough coming home? What funny thing happened?

LESSON XIX.

PICTURE STORY.

Let us think more about the picture in Lesson XVII. Where do the cows and calves stay at night? Who comes for them? What do they eat and drink? Who milks the cows? What is done with the milk? How did the children get back to grandpa's?

When you have studied the picture and the questions in this lesson, you may write a story about the picture. Be sure to find a good name for your story.

LESSON XX.

THOUGHTS ABOUT BIRDS.

Copy this sentence:

Sparrow, wren, bobolink, and oriole are names of birds.

Make a list of the names of the birds you have seen, or about which you have heard or read.

Make a list of the names of birds you can tell at sight.

Make a list of the names of the birds with which you feel somewhat acquainted.

With which kind of bird are you most familiar? Where does it live?

What is its home like? How is its home built? Of what is the foundation made? How many doors and windows has it? What keeps the house warm? How many rooms does it contain?

What does the bird eat? Where does it get its food? How is the food prepared for eating?

Have you ever seen the bird's eggs?
How does the bird feed its young?
Use a sentence to answer each of these
questions. Write your answers.

LESSON XXI.

Learn the following poem:

DON'T KILL THE BIRDS.

Don't kill the birds, the pretty birds,
That sing about your door,
Soon as the joyous spring has come,
And chilling storms are o'er.
The little birds, how sweet they sing!
Oh! let them joyous live;
And never seek to take the life
That you can never give.

Don't kill the birds, the pretty birds,
That play among the trees;
'Twould make the earth a cheerless place,
Should we dispense with these.
The little birds, how fond they play!
Do not disturb their sport;
But let them warble forth their songs,
Till winter cuts them short.

Don't kill the birds, the happy birds,
 That bless the fields and grove;
 So innocent to look upon,
 They claim our warmest love.
 The happy birds, the tuneful birds,
 How pleasant 'tis to see!
 No spot can be a cheerless place
 Where'er their presence be.

COLESWORTHY.

With what kind of letter does the first word of each line of this little poem begin?

How many imperative sentences are there in this poem? How many exclamatory sentences?

LESSON XXII.

NAMES OF PLACES.

Copy these sentences:

1. New York, Philadelphia, Chicago, Baltimore, and Boston are some of the largest cities in the United States.

2. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut are the names of the New England States.

With what kind of letter do these names of cities and states begin?

Find names of other places to see if they begin in the same way.

Notice the capital letters and the commas in these sentences so carefully that you can write the sentences from memory.

You may write a sentence about each of these cities telling where it is located.

Write a sentence about each of these states.

How many of these cities have sea-ports?

How many are inland cities? Explain how a city can have a harbor and not be a sea-port.

Name in a single sentence five cities that have sea-ports.

In another sentence name five inland cities.

You may write a short story about any one of the cities mentioned in this lesson.

Be sure to tell in your story what is most interesting to you.

Find in your geographies the names of other towns, cities and states. With what kind of letter does each city and state begin?

Make a rule telling with what kind of letter names of places should begin.

Names of persons and places are called **proper names**.

LESSON XXIII.

DICTATION. — REVIEW.

1. Frank, Ernest, Henry, and William spent their vacation at the seashore.

2. Edith, Mary, and Ruth went with their aunt to the mountains.

3. Albany, Buffalo, and Troy are cities in New York.

4. Harrisburg, Philadelphia, Reading, and Scranton are cities of Pennsylvania.

5. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut are New England States.

6. Chicago, Peoria, Quincy, and Springfield are cities of Illinois.

7. Richmond, Norfolk, and Petersburg are cities of Virginia.

8. Florida, Alabama, Mississippi, Louisiana, and Texas border on the Gulf of Mexico.

See note to the Teacher, p. 18.

LESSON XXIV.

BIRD STORY FROM PICTURE.



Study this picture carefully. Let it tell you as much as it can about birds. The picture may remind you of birds you have seen in the country.

See questions about birds in Lesson XX.

Write the best bird story that the picture and the questions suggest.

LESSON XXV.

POEM.—THE BABY.—QUOTATION MARKS.

Study the questions and answers in the beautiful little poem, "The Baby," given below.

The poet is here thought of as talking to the baby, and the little one is represented as giving an answer to each question.

Notice the new marks of punctuation (" ") that set off each question and answer.

These marks are called **quotation marks**, and are used whenever we wish to show the exact words used by a speaker.

The words inclosed by quotation marks are called **quotations**.

THE BABY.

"Where did you come from, baby dear?"

"Out of the everywhere into the here."

"Where did you get your eyes so blue?"

"Out of the sky as I came through."

"What makes the light in them sparkle and spin?"

"Some of the starry spikes left in."

"Where did you get that little tear?"

"I found it waiting when I got here."

"What makes your forehead so smooth and high?"

"A soft hand stroked it as I went by."

"What makes your cheek like a warm white rose?"

"Something better than any one knows."

"Whence that three-cornered smile of bliss?"

"Three angels gave me at once a kiss."

"Where did you get that pearly ear?"

"God spoke, and it came out to hear."

"Where did you get those arms and hands?"

"Love made itself into hooks and bands."

"Feet, whence did you come, you darling things?"

"From the same box as the cherub's wings."

"How did they all just come to be you?"

"God thought about me, and so I grew."

"But how did you come to us, my dear?"

"God thought of you, and so I am here."

GEORGE MACDONALD.

Commit this little poem to memory.

LESSON XXVI.

QUOTATIONS. — PUNCTUATION.

Copy the following sentences. Be careful to write every mark of punctuation.

1. The postmaster said, "Your letter will not reach Boston before tomorrow noon."

2. "This afternoon," said Leonard, "we will go fishing."

3. "If you will let me," said Mary, "I will ride my wheel to school today."

4. "Where is my hat?" asked Charles.

"Where you left it, I think," said his mother.

In the above sentences, notice how the parts, telling what the different persons said, are punctuated. What each person said in these sentences is a direct quotation.

Copy and properly punctuate the following sentences:—

1. Come over to my house this evening said Ethel.

2. I will if mother will let me said Margaret

3. Don't forget said Ethel to bring your language book.

4. All right answered Margaret we will study our home lesson together.

Notice that the words of the postmaster begin with a **capital letter**.

The first word of every direct quotation should begin with a capital letter.

LESSON XXVII.

QUOTATIONS FOR STUDY.

Study the quotations in the following selections, and decide who uses the words quoted in each.

“Grandfather,” said little Alice, laying her head back upon his arm, “I am very tired now. You must tell me a story to make me go to sleep.”

“That is not what story-tellers like,” answered Grandfather smiling.

“But here are Laurence, and Charley, and I,” said cousin Clara, who was twice as old as little Alice. “We will all three keep wide awake. And please, Grandfather, tell us about this strange looking old chair.”

How many persons are speaking? Give their names.

Write in full what each one says, leaving out all the other words.

LESSON XXVIII.

BETTER WHISTLE THAN WHINE.

On my way to the office one morning, I noticed two little boys hurrying to school. The smaller one stumbled and fell, and though not much hurt, began to whine in a babyish way. It was not a regular roaring boy-cry as though he were half killed, but a little cross whine.

The older boy took his hand in a kind, fatherly way, and said, "Oh, never mind, Jimmy. Don't whine; it's a great deal better to whistle." He then began in the merriest way a cheerful boy whistle. Jimmy tried to join him in the whistle. "I can't whistle as



nice as you, Charlie," said he; "my lips won't pucker up."

"Oh, that is because you haven't got all the whine out yet," said Charlie; "but you try a minute and the whistle will drive the whine away."

So he did, and the last I saw or heard of the little fellows they were whistling away

as earnestly as though that were the chief end of life.

After reading this story carefully, you may tell it in your own words.

If your teacher has not time to hear you tell the story with the others of your class, with your teacher's permission, ask one of your class-mates to hear you say it.

Perhaps some one at home would be glad to hear you tell this story, as well as the other stories in this book.

You must be ready to write this story as you remember it, at the request of your teacher.

If you try to write what each boy said, be sure to put his words in quotation marks

LESSON XXIX.

THOUGHTS ABOUT ANIMALS.

Copy the following sentences:

1. Horses, cows, sheep, goats, dogs, and cats are called domestic animals.

2. Bears, wolves, foxes, rabbits, and squirrels are called wild animals.

3. Hens, ducks, geese, and turkeys are sometimes called barnyard fowl.

You may write the names of all the domestic animals you know at sight.

Write the names of all the wild animals you have seen.

Write the names of all the fowls or birds you know that may be used for food.

Write five sentences about any of the animals you have named.

Be sure that your sentences express your own thoughts about the animals.

LESSON XXX.

YOUR BEST ANIMAL FRIEND.

Give in a sentence the name of the animal you know best.

You may then answer in sentences the following questions about this animal:—

Where does it live? What does it eat? How does it get its food? Is it happy? How does it show its happiness? Does it ever seem sad? How does it show its sadness?

Write a story about your animal friend.

LESSON XXXI.

THOUGHTS ABOUT TREES.

Copy the following sentences:

1. Beech, birch, oak, and maple trees grow in these woods.
2. These trees all lose their leaves in the autumn.
3. In the winter their branches look bare and lifeless.
4. In the warm sunshine of the spring they begin again to show life.

Write the names of all the trees with which you are familiar.

You may write a statement and a question about each of these trees.

LESSON XXXII.

STUDY OF POEM.

Study and learn the following poem :

DEAR WORK, GOOD-NIGHT.

A fair little girl sat under a tree,
Sewing as long as her eyes could see ;
Then smoothed her work and folded it right,
And said, — “ Dear work, good-night, good-night.”

Such a number of crows came over her head,
Crying “ Caw, caw,” on their way to bed,
She said as she watched their curious flight,
“ Little black things, good-night, good-night.”

The horses neighed, and the oxen lowed,
The sheep’s “ Bleat, bleat,” came over the road ;
All seeming to say, with a quiet delight,
“ Good little girl, good-night, good-night.”

She did not say to the sun, “ Good-night,”
Though she saw him there like a ball of light ;
For she knew he had God’s time to keep
All over the world, and never could sleep.

The tall, pink fox-glove bowed his head ;
The violets curtsied, and went to bed ;

And good little Lucy tied up her hair,
And said, on her knees, her favorite prayer.

And while on her pillow she softly lay,
She knew nothing more till again it was day,
And all things said to the beautiful sun,
“Good-morning, good-morning; our work is begun.”

RICHARD MONCKTON MILNES.

Each stanza of this poem contains a beautiful picture. Try to see each of the pictures so clearly that you can describe it in your own words. When your teacher is satisfied with your description write the story of the pictures in your own words.

Each line of poetry is called a verse. You will notice that every group of four lines of this poem from the beginning is separated from the rest of the poem by a wider space than that which separates the lines, or verses. When lines of poetry are separated in this way they form stanzas. In this poem each group of four lines forms a stanza.

Find poems in your reader, and tell how many stanzas each poem contains. Do all stanzas of poetry contain the same number of lines, or verses?

LESSON XXXIII.

YOUR FAVORITE TREE.

Think carefully about the kind of tree you know best; then answer in sentences the questions that follow.

If you cannot answer all the questions satisfactorily at once, your teacher may allow you to try again, after you have studied your tree.

Where does this tree grow?

How large is its trunk?

What is the appearance and color of its bark?

Do the branches seem to grow from the sides of the trunk, or does the trunk itself seem to divide into branches?

Has it many or few large branches?

In what direction from the trunk do the branches grow?

When and where do the buds first appear?

When do the buds open?

Which appear first, the leaves or the blossoms?

What is the shape of the leaves?

What are the blossoms like?

What is the color of the leaves? Of the blossoms?

Has the tree fruit? What is the fruit like? For what is the fruit used? What are the seeds like? How are they planted?

LESSON XXXIV.

DRAWINGS OF A TREE.

You may draw the tree you have just been studying.

Do not try to draw it from memory, but study and draw with the tree before you. If your teacher cannot take the class to your tree, make your drawing out of school hours by yourself.

Make drawings also of the leaves, the blossoms, and the fruit. These you can have before you in the school-room.

Write a story of your tree, telling all you can of its life history.

Did it grow in the woods with many other trees, or in a field, or a garden, or by the roadside?

LESSON XXXV.



Learn the following poem :

THE TREE.

The Tree's early leaf-buds were bursting their brown,
"Shall I take them away?" said the Frost sweeping
down.

"No, let them alone
Till the blossoms have grown,"
Prayed the Tree, while it trembled from rootlet to crown.

The Tree bore its blossoms, and all the birds sung ;
“ Shall I take them away ? ” said the wind, as it swung.

“ No, let them alone
Till the berries have grown,”

Said the Tree, while its leaflets, quivering, hung.

The Tree bore its fruit in the midsummer glow ;
Said the girl, “ May I gather thy sweet berries now ? ”

“ Yes, all thou canst see :
Take them ; all are for thee,”

Said the Tree, while it bent down its laden boughs low.

BJÖRNSTJERNE BJÖRNSON.

Study the thoughts of the poem with great care.

Notice how the punctuation helps to make clear the thoughts in this little poem.

Who are represented in the first stanza as talking ? What did each say ? How did each appear ?

Ask yourself similar questions about each of the other stanzas.

Answer your own questions in sentences.

Use as many sentences to answer each of your questions, as are necessary to tell all the facts.

LESSON XXXVI.

PICTURE LESSON. — A STUDY.

Study the picture in Lesson XXXV. so that you can answer these questions.

What kind of tree is this? How do you know?

What was on the tree in the spring?

What in the summer? What is on it now?

What time of year is now shown by the tree?

Where did the tree come from? What made it grow?

Who is gathering the fruit?

What name will you give her?

What will she do with the fruit?

For what is the fruit used?

Do birds ever have homes in trees like this?

What kinds of birds build nests in trees?

Answer these questions in written sentences.

You may write a story about the picture just studied.

LESSON XXXVII.

NAMES OF DAYS OF THE WEEK AND OF THE
MONTHS, WITH ABBREVIATIONS.

Copy the following sentences:

1. The new century began on Tuesday.

2. The last day of the nineteenth century was Monday.

3. The last term of school began on Wednesday.

4. Thanksgiving Day comes on Thursday.

5. Next Friday will be Ethel's birthday.

6. We are all going on a sailing party next Saturday.

7. The first Sunday of next month will come on the fifth.

With what kind of letters do the names of the days of the week begin? Do they always begin with the same kind of letter?

The names of the days of the week are sometimes shortened when written or printed.

On the calendar before me the shortened or abbreviated forms are printed:

Mon. Tues. Wed. Thu. Fri. Sat.

The shortened forms of words are called abbreviations.

The heaviest snow storm of the year came on Wed., Jan. 25.

Wed. and Jan. are the abbreviations for Wednesday and January.

What mark is placed after each of these abbreviations?

An abbreviation is always followed by a *period*.

Write the names of the months.

Write the abbreviations for the names of the months.

Do the names of the months always begin with capitals?

LESSON XXXVIII.

Learn the following poem:

THE MONTHS.

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs,
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots and gilly flowers.

August brings the sheaves of corn,
Then the harvest home is borne.

Warm September brings the fruit,
Sportsmen then begin to shoot.

Fresh October brings the pheasant,
Then to gather nuts is pleasant.

Dull November brings the blast,
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire and Christmas treat.

SARA COLERIDGE.

LESSON XXXIX.

WINTER. — ORAL AND WRITTEN EXERCISES.

Use sentences to answer the following requests and questions.

Name the winter months.

Name the winter sports that you enjoy.

What winter sport do you like best?

What holidays come in the winter months?

Which of these holidays do you most enjoy?

Give your reasons in not less than five sentences.

What birds do you see in winter?

How do these birds find their food?

Tell in as many sentences as you like, how winter differs from the other seasons of the year.

When you have told in your best language, all that is called for in this lesson, you may write your thoughts in their best form.

Let your thoughts show what you have seen, heard, and enjoyed in winter.

LESSON XL



ABRAHAM LINCOLN.—A STUDY.

Do you think the twelfth of February should be celebrated as a holiday? Why?

Was Lincoln at all like Washington? Did they have the same opportunities as boys?

Ask your teacher to assist you to find something about Lincoln's boyhood.

When you have read all you can find about Lincoln's boyhood, write a short story about that part of his early life that interests you most.

LESSON XLI.

Learn the following poem:

THE WINTER SONG.—A STUDY.

When the winds of winter blow,
And the air is thick with snow,
Drifting over hill and hollow,
Whitening all the naked trees;
Then the bluebird and the jay
And the oriole fly away
Where the bobolink and swallow
Flee before them, at their ease.

But we are not left alone,
Though the summer birds have flown;
Though the honey-bees have vanished,
And the katydids are dead;
Still a cheery, ringing note,
From a dear, melodious throat,
Tells that winter has not banished
Little bird with bosom red.

Pipe away, you happy bird,
Sweeter song I never heard;
For it seems to say: "Remember
God, our Father, sits above, —

Though the world is full of wrong,
Though the winter nights are long,—
He can fill the bleak December
With the sunshine of His love.”

Describe the pictures in this poem.
Tell why you like the poem.
What lesson does it teach?

LESSON XLII.

SPRING.—ORAL AND WRITTEN EXERCISES.

Name the spring months. What are some of the first signs of spring? What birds do you see in spring not seen by you in winter? Where have these birds been during the winter months? Do they seem glad to be back again?

What are the birds doing in spring?

How do the days of spring compare with those of winter? What holidays have you in spring?

Tell what you have seen on a spring day, that made you enjoy the season.

Give an account of the spring game that you most enjoy.

LESSON XLIII.

THE GRUMBLING MERCHANT. — FOR REPRODUCTION.

In the early times, when there were no railroads, men often traveled on horseback.

A rich merchant with a large sum of money in his saddlebags was one day riding on a lonely road when a sudden shower arose and the rain fell in torrents. As there was no shelter from the rain the merchant was vexed and complained much of the bad weather.

A turn in the road soon brought him in sight of a robber, whose gun was leveled at his head. The robber attempted to fire, but the powder being wet by the rain, the gun did not go off.

The merchant put spurs to his horse and was soon out of danger.

“How wrong I was,” said he, “to grumble at the rain.”

After reading this selection carefully, put away your book and write the story from memory.

When you have finished writing it, com-

pare your story with the one in the book, to see if you have recalled all the thoughts.

LESSON XLIV.

POETRY FOR STUDY.

Learn the following stanza of poetry :

I heard the bluebird singing
To robin in the tree,
“Cold winter now is over
And spring has come,” said he;
“’Tis time for flowers to rouse from sleep,
And from their downy blankets peep;
So wake, wake, little flowers,
Wake for winter is o’er,
Wake, wake, wake,
The spring has come once more.”

Who is said to have spoken to the robin in the lines you have just learned? What did he say? How do you know?

What is meant by, “’Tis time for flowers to rouse from sleep?”

What are the “downy blankets”?

LESSON XLV.

THOUGHTS ABOUT PLANTS.

Copy this sentence:

1. *Daisy, buttercup, and violet are names of plants.*

Write in one sentence the names of the plants you have seen growing.

Write in one sentence the names of the plants you know at sight.

Make a list of the names of all the plants you have seen, or about which you have heard or read.

What plant do you know best? Where does it grow? How tall does it grow? How large is its stem?

Does it have branches? Do the leaves grow from the stem? What is the shape of the leaves? Has the plant blossoms? Is it always in bloom? What is the shape and the color of the blossom?

Does the plant have fruit? If so, what is it like? Has it seeds? Is your plant of value as food?

Upon what does your plant feed? Do all plants you are acquainted with require the same kind of food?

Use a sentence to answer each of the above questions.

You may use more than one sentence to answer any of the questions if you think best.

Study your plant carefully as often as you can, so that you can make a good drawing of it.

If you use paints in your drawing work, learn to paint your plant.

LESSON XLVI.

Learn the following poem:

BUTTERCUPS AND DAISIES.

Buttercups and Daisies,
Oh, the pretty flowers!
Coming ere the springtime
To tell of sunny hours,
While the trees are leafless,
While the fields are bare,
Buttercups and Daisies
Spring up everywhere.

Little hardy flowers
Like to children poor
Playing in their sturdy health,
By their mother's door ;
Purple with the north wind,
Yet alert and bold,
Fearing not, and caring not,
Though they be a-cold.

What to them is weather?
What are stormy showers?
Buttercups and Daisies,
Are these human flowers !
He who gave them hardship,
And a life of care,
Gave them likewise sturdy strength
And patient hearts to bear !

Welcome, yellow Buttercups !
Welcome, Daisies white !
Ye are in my spirit
Visioned, a delight !
Coming ere the springtime
Of sunny hours to tell :—
Speaking to our hearts of Him
Who doeth all things well.

MARY HOWITT.

Study this poem until you understand the meaning of every line.

How many stanzas in this poem?

How many lines or verses in each stanza?

LESSON XLVII.

PICTURE STORY.—PLOWING.



What does this picture represent?

What season of the year do you think it is? Why do you think so? Have you ever seen plowing done in this way?

In what other ways have you seen fields plowed? Have you seen other pictures of plowing?

After answering these questions you may write a story suggested by the picture.

LESSON XLVIII.

* DICTATION.—REVIEW OF PUNCTUATION.

1. The crocuses, tulips, and buttercups are now in blossom.

2. James planted corn, lettuce, tomatoes, and cucumbers in his garden.

3. Ethel has roses, pinks, nasturtiums, and asters in her flower garden.

4. The farmers brought potatoes, sweet corn, spinach, and celery to the market.

5. The grove contains several kinds of trees, including beech, birch, elm, maple, and oak trees.

6. The birds nesting in these trees are the robin, the song sparrow, the bluebird, and the oriole.

7. Squirrels, chipmunks, and rabbits also play in this grove unmolested.

8. Alice, Mary, and Elizabeth love to watch the old birds, while they feed their little ones.

9. Frank and George bring nuts for the squirrels, and apples for the rabbits.

* See Dictation, p. vii.

LESSON XLIX.

PLANT STORY.



What is this boy's name? Where is he? What has he in his hand? What is the name of the plant? Where did the boy get it? What is he going to do with it?

Write a story about the boy and his plant.

LESSON L.

THOUGHTS ABOUT FRUITS.

Copy the following sentences:

1. The fruit dealer has apples, grapes, oranges, and lemons in his window

2. Do all these fruits grow in the same climate?

3. What splendid bunches of grapes those are!

4. How much are these grapes a pound?

5. Please give me three pounds.

Write the names of the different kinds of fruit you have eaten.

Write the names of the fruits you have seen growing.

Write a fruit story, using the following questions to help you.

What fruit do you like best? What is its shape? What is its color? How would you describe its skin, or rind? Is its pulp sweet or sour?

How many seeds does it have? Where are they found? What is their shape and color?

Where does the fruit grow? How is it gathered? How is it packed for market? How is it served for food?

Do not forget to make each sentence express a complete thought.

LESSON LI.

HOW TO READ AND WRITE DATES.

1. George Washington was born February twenty-second, seventeen hundred thirty two.

This sentence shows how to read the date of Washington's birth.

The next sentence shows how the date should be written.

2. George Washington was born February 22, 1732.

Write answers to the following questions, using the proper form for writing dates:

What was the date of last Christmas?

When will Lincoln's next birthday be celebrated?

What is the date of your next birthday?

Read the following dates:

Sept. 17, 1787.

Dec. 25, 1899.

June 17, 1775.

Jan. 31, 1837.

July 4, 1776.

Nov. 4, 1901.

Apr. 30, 1787.

May 1, 1876.

Feb. 22, 1901.

Mar. 4, 1861.

Oct. 18, 1900.

Aug. 10, 1492.

LESSON LII.

FAMILY NAMES AND INITIALS.

Let us suppose that one of your play-mates is Edward Martin Evarts. His father's name is George Harlow Evarts. His mother's name is Mary Snow Evarts. His sister's name is Georgia Snow Evarts.

This is the way the names of the Evarts Family may be written :

Mr. George Harlow Evarts.

Mrs. George Harlow Evarts, or

Mrs. Mary Snow Evarts.

Miss Georgia Snow Evarts.

Master Edward Martin Evarts.

The Evarts family seldom write their names in full. Each member of the family prefers to shorten the second word of the name, or the middle name, as it is sometimes called.

George H. Evarts is the way Mr. Evarts signs his name. What word does H. stand for? When a letter takes the place of a word in a name it is called an **initial letter**.

Write the names of the other members of the Evarts family, using an initial letter for the second word in each name.

Write the names of the Evarts family, using an initial letter for the first and the second words in each name.

A period must always be placed after each initial letter of a name.

Write your own name, and the names of the other members of your family, using initials wherever you think best.

LESSON LIII.

TITLES.

The friends of the Evarts family speak of them as:

Mr. Evarts.

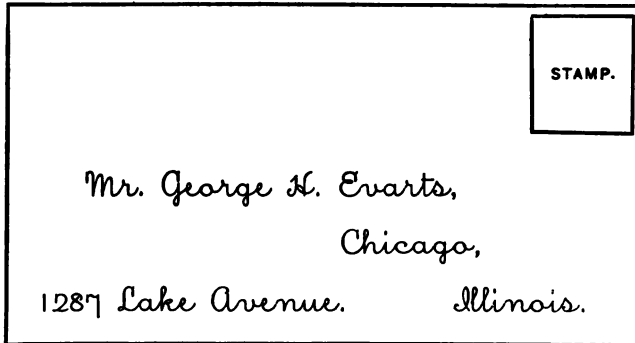
Mrs. Evarts.

Miss Evarts, and

Master Evarts.

In writing to the Evarts family, their friends write their addresses upon envelopes in another form.

An envelope directed to Mr. Evarts would look like this.



Write the names of the other members of the Evarts family as they would appear on envelopes.

Mr., Mrs., Miss, and Master are called titles. They are used to show respect to the persons addressed. Notice that a period is placed after Mr. and Mrs.

Miss and Master never take the period.

The other common titles, with their abbreviated forms used often in writing, are:

TITLES.	ABBREVIATED TITLES.
Doctor	Dr.
Reverend	Rev.
Professor	Prof.

MILITARY TITLES.

Lieutenant	Lieut.
Captain	Capt.
Major	Maj.
Colonel	Col.
General	Gen.

Honorable, or Hon., is a title often applied to State Senators and to Members of Congress.

Why are periods placed after Mr., Mrs. and other shortened words in this lesson?

LESSON LIV.

DIRECTING ENVELOPES.

Write the full names of the following; then write the same names again as they would appear on envelopes:

Five of your classmates.

The members of your own family.

The President of the United States.

The member of Congress from your district.

The Governor of your State.

Your family physician.

In writing these addresses, use pieces of paper the size of envelopes.

LESSON LV.

TREE AND ANIMAL STUDY.



What kind of tree do you see in the picture? Where do you think the tree is? Notice the shape of the leaves? Where have you seen leaves of this shape? Why do you think so?

What uses has a tree of this kind? Why are the cows beneath the tree? What time of day do you think it is? Why do you think so?

You may write a story about the picture, using any of these questions to help you.

If you prefer, you may give a name to one of the cows, and write a story of her life. You may write the story as though you were the cow writing your own history.

You might begin your story something like this: My name is . . . You could then tell where you were born; how your mother treated you; who your companions were; what you did while young; how you came to be separated from your mother; who owns you now; how you are treated; what you think of men and women; and how you like boys and girls.

LESSON LVI.

LETTER WRITING.

Tom is at his summer home at the seashore, and writes his friend Fred to make him a visit.

Tom's letter of invitation is given on the following pages. Study the form, the margins, and the punctuation of the letter, then copy it carefully.

Nyaninis, Mass.,

Aug. 20, 1901.

Dear Fred,

Can you come to spend the first week of September with us? We all want you to come then. Charles and I are having lots of fun. The boating, bathing, and fishing are fine. We are perfectly safe, too, because Papa never allows us to go boating or bathing without him.

He lets us fish from the shore alone, because the water is so shallow.

Papa always takes charge of everybody, when we go out in the boat. He thinks it is great fun, just as we do. And I tell

you he knows how to manage a boat, so your Papa and Mamma needn't be afraid to let you come. Mamma used to be afraid to go with us at first. She's all over that now.

The young blue-fish have struck in, and we catch lots of them from the shore. It's great sport. They bite almost as fast as you can throw in your line.

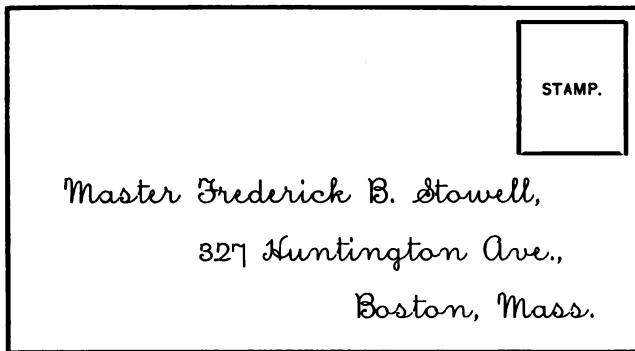
There are lots of squirrels and birds here, but we don't catch them now. They are so tame, that we have more fun feeding them out of doors.

Write as soon as you get this, to tell us you are coming. Papa and Mamma want you to come.

Bring your tennis racket, as we have a tennis court this year.

Your friend,
Tom.

This is the way Tom's envelope looked, when his letter was ready to be mailed:



LESSON LVII.

STUDY OF LETTER FORMS.

You have copied Tom's letter to Fred. Let us now study the parts of the letter and their arrangement carefully, for the forms

of letters should be well learned. Notice the position on the page of the place, *Hyannis, Mass.*, and of the time of writing, *Aug. 20, 1901.*

The time at which a letter is written is called *the date* of the letter.

The *place where* a letter is written, and *the date*, are called *the heading* of the letter.

What is *the heading* of Tom's letter? Write *the heading* in proper form.

Notice carefully the position of the words, *Dear Fred.*

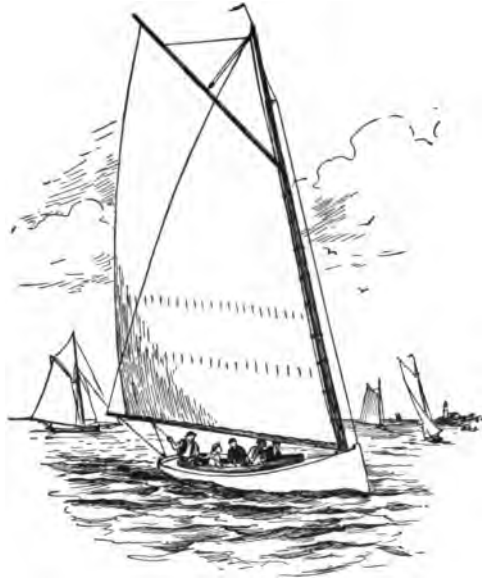
These are the words with which Tom salutes or addresses Fred, and are called *the salutation.*

After the salutation comes *the body* of the letter. *The body* of the letter is what Tom had to say. You will see that the words, *your friend*, come after the body of the letter, followed by *Tom*, the name of the writer. The words following the body of the letter are called the *ending*, or *conclusion.* The name of the writer is called the *signature.*

Write Fred's answer to Tom. Be sure to arrange all the parts of your letter properly.

LESSON LVIII.

AN AFTERNOON SAIL. — PICTURE STORY.



Using the picture and the questions as a help write a story of an afternoon sail.

Who are these people out sailing? Where did they start from? What is the name of the boat? What kind of breeze was there? What other boats were out?

Was there a boat-race? Which boat came out ahead? Were there any mishaps?

Did all enjoy the sail? What time was it when the party reached home? Were their friends anxious about them?

LESSON LIX.

WORDS USED AS NAMES. — NOUNS.

In the lessons already studied we have used many names. We have had names of persons, of places, of animals, of trees, of fruits, and of flowers.

Every sentence we have studied has contained a name.

All these names of things are called **nouns**.

A noun is a word used as a name.

Study the names of persons and places found in the lessons you have had.

With what kind of letter does each of the names of persons and places begin? Can you tell why?

Do the other names, not those of persons and places, as used in these lessons, begin with the same kind of letter? Why not?

In the lessons that follow we shall see how names of other kinds are used.

As every word used as a name is a noun, we shall learn to know many more nouns than those we have already used in our sentences.

Every sentence in the lessons you have studied contains one or more *nouns*.

LESSON LX.

NAMES OF QUALITIES.

Copy these sentences:

1. Politeness is true kindness.
2. Politeness is one of the qualities of a gentleman.
3. Politeness is a mark of good breeding.
4. "Politeness is to do and say
The kindest thing in the
kindest way."

Politeness is here shown to be the name of something. We may call it the name of a quality, or of a characteristic.

It is the quality, or characteristic, of the polite person.

Think of the names of other qualities, or characteristics, of persons with whom you are acquainted.

Write a list of these qualities.

When you have completed your list, you may write as many sentences as you can about each quality to show that you fully understand its meaning.

What is the highest quality that one can possess? Give your reasons in not more than six sentences.

Names of qualities are nouns.

LESSON LXI.

NAMES OF GROUPS OF OBJECTS. — NOUNS.

Copy these sentences:

1. A group of young men lifted their hats to the old gentleman.

2. The artist arranged the children in a group.

3. A group of small boys followed the band wagon.

4. A group of dusty travelers alighted from the coach.

5. A group of robins alighted on the top of the tall elm in front of our house.

b. By what name do we call a group of birds?

The word *group* in these sentences is used to represent a number of persons taken as a whole. Group is here used as a *name*.

We may have groups, or collections, of persons, cattle, sheep, birds, or objects to which we give other names.

Write a list of all the names you can think of that show groups, or collections, of persons, of cattle, of sheep, or other objects.

Write several sentences using each of these names to show that you understand their meaning.

A word used as the name of a collection of objects is a noun.

LESSON LXII.

PICTURE STUDY.—SHEEP.



What does this picture represent?

Where do you think the scene is laid?

What time of year is here represented?

What are the duties of the shepherdess?

About how many sheep are there in this flock? What do they eat?

Where do they get water?

What would happen to the sheep, were the shepherdess to leave them?

You may write a story suggested by the picture and the questions.

LESSON LXIII.

THOUGHTS ABOUT ACTIONS.

1. *Coasting* is a delightful winter sport.

2. *Swimming* is a healthful exercise.

Study the *meaning* of these sentences.

What is it that is called a delightful winter sport?

What is it that is called a healthful exercise?

Here we have given you a new form in which to express your own thoughts.

Write sentences of your own using the following words. Make your sentences similar to the ones about *coasting* and *swimming*. All the thinking must be your own.

riding	skating	walking	running
leaping	climbing	throwing	studying
playing	driving	eating.	sleeping
laughing	crying	trying	flying

To the Teacher.— It is well to make the children perfectly familiar with this form of sentence. They will delight in multiplying such sentences, when they fully appreciate their force.

LESSON LXIV.

NAMES OF ACTIONS.

Copy these sentences:

Running in the clear fresh air is great sport.

Running a little every day is good for the health.

Running bases on a hot day is hard work.

Running soon after eating is injurious.

Running for electric cars or for trains is dangerous.

In each of these sentences *running* is the name of an action.

Write the names of all the actions you can think of.

When you have completed your list of actions, use each one in as many sentences as you can.

Names of actions are nouns.

LESSON LXV.

WORDS SHOWING OWNERSHIP OR POSSESSION.

1. Washington's birthday is celebrated throughout the United States.

2. The robin's nest in the apple tree held four wide-open, hungry mouths.

3. Songfellow's Hiawatha is a great favorite with the children.

4. The tree's early leaf-buds were bursting their brown.

5. The bluebird's song tells us that spring has come.

Study the words in these sentences that tell *whose birthday*, *whose nest*, *whose Hiawatha*, and *whose leaf-buds* are mentioned.

Notice how each of these words is spelled. The little mark (') before the *s* in each of

these words is as much a part of the spelling of the word as any of the letters.

This little mark that helps the spelling is called *an apostrophe*.

What does the *apostrophe* and *s* in each of these sentences show?

Copy the five sentences at the beginning of this lesson.

Using each of these groups of words, write a sentence:

The boy's skates	Mary's Uncle
The bird's nest	The duck's bill
Frank's top	The lion's roar

Which words in these groups denote possession or ownership?

How is possession or ownership shown in each word?

The form of a noun that denotes possession is called the possessive form.

Write sentences using the possessive form of the following nouns.

man	farmer	driver	cow
girl	sparrow	engineer	boat
horse	grocer	field	messenger

LESSON LXVI.

WORDS THAT DESCRIBE. — ADJECTIVES.

Copy the following sentences:

1. The rising sun was seen through the tall trees.

2. The sweet songs of birds filled the morning air.

3. The weary traveler stopped to rest himself beneath the great elm tree.

4. A healthy body is better than a full purse.

5. The heavy tramp of marching feet was heard.

What word in the first sentence is used to describe *sun*? what one in the second to describe *air*?

Ask yourself similar questions about *traveler* and *tree* in the third sentence; *body* and *purse* in the fourth; *tramp* and *feet* in the fifth.

These descriptive words are called *adjectives*. Name the adjectives in the sentences just copied.

You must now do some careful thinking. The thought in the new sentences must be your own.

Write other sentences similar to those you have just copied, using the following words as adjectives to help you :

little	good	heavy	faint
beautiful	great	slow	hungry
happy	strong	cold	quiet

LESSON LXVII.

Learn the following poetry :

THE SNOW FLAKES.

Still and gentle all around,
 Little snowflakes, soft and light,
 One by one spread o'er the ground,
 Making it a fleecy white.

As we watch these little flakes,
 Falling down so small and light,
 Who would think so few it takes
 Thus to form this robe of white?

Just like them are duties done,—
Still and gentle, every hour;
Smallest deeds, we early learn,
Give to life its greatest power.

How many verses in this poem? How many stanzas? Study the punctuation of the poem.

Notice how the simple thought of the falling snow is enlarged and made more beautiful by the use of the adjectives.

Study the poem carefully. Try to learn how each word helps to make complete the thought. Make a list of the adjectives in this selection.

LESSON LXVIII.

WORDS TO EXPRESS NUMBER. — ADJECTIVES.

Copy the following sentences:

1. Twenty units make a score.
2. Fifty cents make half a dollar.
3. Forty rods make a furlong.
4. Eight quarts make a peck.
5. December contains thirty-one days.

What word in the first sentence tells how many things are mentioned? What other word does it describe? Use a sentence to answer each of these questions.

Ask and answer similar questions about each of the other sentences, using a sentence for each question and answer.

You must now do some work entirely your own to show that you understand what you have just studied, and that you think carefully.

Write five similar sentences, using such words as you like to show the number of things meant.

Words like twenty, fifty, forty, and eight, that tell you how many things are mentioned, are *adjectives*.

LESSON LXIX.

WORDS TO EXPRESS NUMBER.—ADJECTIVES.

Answer each of the following questions with a sentence:

How many cents make a dime? How many dimes make a dollar? How many

twelfths in a unit? How many days are there in the month of July?

How many years old are you?

After you have written the answers to these questions you may underline the words in your sentences that tell *how many*.

If you make no mistake, the words underlined by you will be adjectives.

Words that tell how many objects are meant are called adjectives.

Make a list of the adjectives in the following sentences:

1. The steamer sailed twenty miles an hour.

2. The horse cost ninety dollars.

3. The trains leave at twenty minutes past two o'clock.

4. Sixteen ounces make a pound.

5. The man worked eight hours for three dollars.

6. Frank paid thirty cents for ten oranges.

7. Mr. Farmer paid a thousand dollars for twenty acres of land.

Write five sentences, using in each an adjective that tells how many objects are meant.

LESSON LXX.

LETTER FORM.

Burlington, Vermont,
July 10, 1901.

My dear Mamma,

I am here at last at the dear old home you have told me so much about. Mr. and Mrs. Turner were very kind and took good care of me until I met Grandpa at the station.

It was a delight to have such a beautiful drive home with Grandpa, after being so long in the cars.

Grandpa and Grandma are just splendid! They call me "Little Girl," but I don't mind it from them, because they are so good and kind.

Grandma says I look just as you did at my age, and that it seems almost as though you were a little girl again at home with them.

Everything is delightful here, and I expect to enjoy my visit very much as there are so many new things to see.

I want to get acquainted with the horses, cows, hens, and turkeys. There are so many chickens and little turkeys that I haven't had time to count them yet; and besides the groves are full of birds and squirrels.

I am having a splendid time, but shall be very glad when you, Dan, and Papa come. Two weeks seems a long time to wait for you.

Tell Dan that Grandpa says we can have a horse to drive all by ourselves when he gets here, and that we can both learn to ride horseback. Won't that be fine!

I must stop now, for Grandpa is going to let me drive to town with him in half an hour.

Grandpa and Grandma send lots of love. Grandma says, "Tell Mamma we are all enjoying our visit." Isn't she a dear good grandma!

I must say good-by now, with lots of love to you all.

Your loving daughter,
Alice.

Imagine that you are Alice, then direct an envelope to your mother at your own home.

LESSON LXXI.



Learn this poem :

OLD IRONSIDES.

Ay, tear her tattered ensign down !
 Long has it waved on high,
And many an eye has danced to see
 That banner in the sky ;
Beneath it rung the battle shout,
 And burst the cannon's roar ;
The meteor of the ocean air
 Shall sweep the clouds no more.

Her deck once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee;
The harpies of the shore shall pluck
The eagle of the sea!

Oh, better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave.
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale.

OLIVER WENDELL HOLMES.

By what other name is "Old Ironsides" known? Where was she built? Learn all you can of her history. Why was this poem written? What became of her?

Learn the story of Old Ironsides, which the picture represents, and write it in your own words.

LESSON LXXII.

WORDS TO EXPRESS POSITION. — ADJECTIVES.

Copy the following sentences:

1. The twelfth day of February is Lincoln's birthday.
2. Pine street is the fifth street below Beech street.
3. The seventeenth day of June is called Bunker Hill day.
4. The seventh day of the week is Saturday.
5. The lesson is on the twentieth page.

How many days in February before the twelfth? What is the difference between *twelve* and *twelfth*? What word does *twelfth* describe or modify?

Use a sentence to answer each of these questions.

Ask and answer similar questions about each of the other sentences.

Name the adjectives in this lesson.

Write five sentences of your own similar to those you have just copied. Underline the adjectives in your new sentences.

Such words as fifth, tenth, and twentieth, that show the position of objects are **adjectives**.

LESSON LXXIII.

COMPARISON OF QUALITIES. — ADJECTIVES.

Copy the following sentences :

1. A lake is larger than a pond
2. Gold is heavier than iron.
3. A horse is stronger than a man.
4. The eagle is swifter than the hawk.
5. Snow is whiter than milk.

Who are compared in the first sentence?
In what respect are they compared?

What is the quality mentioned in the comparison?

What word shows the degree of the quality?

Ask yourself similar questions about each of the other sentences of the lesson.

How many persons or objects are compared in each sentence?

You must now make some comparisons of your own to show how well you can think.

Make comparisons of as many pairs of objects as you can think of that are:

smooth	pretty	light
high	brave	black
young	cold	long

Use sentences in making your comparisons.

LESSON LXXIV.

COMPARISON OF QUALITIES. — ADJECTIVES.

Copy the following sentences:

1. Wednesday was the coldest day of the week.

2. Dorothy is the youngest girl in her class.

3. Grant was the ablest general of the civil war.

4. Arithmetic was Fred's hardest study.

5. Jenny Lind was the sweetest singer of her time.

With what is Wednesday compared in the first sentence? What is the quality in the first sentence?

What is the quality compared? What degree of the quality is given to Wednesday? What word expresses this quality?

Ask yourself similar questions about each of the other sentences.

Answer each of your questions with a sentence.

You now have a chance to think sentences of your own.

You may now think of as many persons or things as you can that have the qualities described by the following words.

Tell which has the highest of these qualities.

Use each of the following words in a sentence, showing a comparison of qualities:

bright	rough	quick
deep	kind	old
tall	happy	sweet

LESSON LXXV.

LETTER WRITING.

Charles G. Waite lives in Boston.

He is spending his vacation in the Adirondacks as one of a party of ten boys. Mr. Henry J. Perkins, the father of one of the boys, has charge of the party.

At the time this letter is written the boys have been two weeks in camp, enjoying fishing, hunting, and all the pleasures of camp life.

Imagine that you are Charles; then write a letter to your father, telling him of your good time in the mountains.

In writing your letter, be careful of your margins and punctuation.

Direct your letter to Mr. Frank B. Waite, 37 Milk St., Boston, which we will consider Mr. Waite's business address.

To the Teacher. — If any of the children have camped out, they should be asked to relate their experiences of camp life, before this letter is written by the class.

It would be well also to have some good description of camp life read to the class. All the children should be encouraged to read what they can find, bearing upon the subject.

LESSON LXXVI.

WHITTIER'S CORN SONG.—POEM FOR STUDY.

Heap high the farmer's wintry hoard!

Heap high the golden corn!

No richer gift has Autumn poured

From out her lavish horn!

Let other lands, exulting, glean

The apple from the pine,

The orange from its glossy green,

The cluster from the vine;

We better love the hardy gift

Our rugged vales bestow,

To cheer us when the storm shall drift

Our harvest fields with snow.

Through vales of grass and meads of flowers
Our ploughs their furrows made,
While on the hills the sun and showers
Of changeful April played.

We dropped the seed o'er hill and plain
Beneath the sun of May,
And frightened from our sprouting grain
The robber crows away.

All through the long bright days of June
Its leaves grew green and fair,
And waved in hot midsummer's noon
Its soft and yellow hair.

And now with autumn's moonlit eyes,
Its harvest time has come,
We pluck away the frosted leaves,
And bear the treasure home.

There, when the snows about us drift,
And winter winds are cold,
Fair hands the broken grain shall sift
And knead its meal of gold.

Let vapid idlers loll in silk
Around their costly board.
Give us the bowl of samp and milk,
By homespun beauty poured.

Where'er the wide old kitchen hearth
Sends up its smoky curls,
Who will not thank the kindly earth,
And bless our farmer girls!

Then shame on all the proud and vain,
Whose folly laughs to scorn
The blessing of our hardy grain,
Our wealth of golden corn!

Let earth withhold her goodly root,
Let mildew blight the rye,
Give to the worm the orchard's fruit,
The wheat-field to the fly;

But let the good old crop adorn
The hills our fathers trod;
Still let us, for his golden corn,
Send up our thanks to God!

JOHN GREENLEAF WHITTIER.

How many stanzas in this poem? How many verses in each stanza?

How many pictures can you find in this poem? Give to each picture the name that will best describe it.

Write as complete a story as you can of the picture that interests you most.

LESSON LXXVII.

PICTURE LESSON. — GATHERING CORN.



Give a name to the man in the picture.
Give a description of the farm where he lives.

Tell what he is now doing.

Tell something about his family and his farm work.

Tell something about his horses, cattle, and sheep.

Imagine that you have visited his farm.
Write a story telling of your good time.

LESSON LXXVIII.

ADJECTIVES TO COMPLETE SENTENCES.

Copy the following sentences :

1. The music of the organ was sweet and low, or grand and solemn, to suit the mood of the player.

2. The night was dark, damp, chilly, and uncomfortable beyond description.

3. The sun rose bright and clear in contrast with the gloomy night.

4. The snow was so deep and heavy that all the trains were delayed.

5. Men may be rich or poor, happy or miserable, according to circumstances.

Underline the adjectives in these sentences which describe each of the words *music*, *night*, *sun*, *snow*, and *men*. Notice the position of the adjectives.

We see that the adjectives are used to complete the thoughts. Adjectives so used are called **predicate adjectives**.

Write five sentences using a predicate adjective in each.

LESSON LXXIX.

GROUPS OF WORDS POINTING OUT SOME DEFINITE OBJECT.

1. The handle of the knife was beautifully carved.
2. The motor-man opened the gate of the car.
3. The collar of the dog was made of leather and brass.
4. The tree by the gate was planted by my grandfather.
5. The clock on the stairs is over a hundred years old.
6. A crowd of school-boys was following the band.

Study these sentences until you can answer each of the following questions with a sentence of your own.

What group of words tells what particular *handle* is meant?

What group of words tells what *gate* is meant?

What group of words makes certain what *tree* is meant?

What *clock* is over a hundred years old?

What *crowd* was following the band?

A group of words that points out some particular object is called an **adjective phrase**.

Write your sentences in answer to the questions in this lesson, and underline each *adjective phrase*.

Write five sentences about objects that interest you, using an adjective phrase in each sentence.

Point out the adjective phrases in the following selection:

Ye who love the haunts of Nature,
Love the sunshine of the meadow,
Love the shadow of the forest,
Love the wind among the branches,

And the rain-shower and the snow-storm,
 And the rushing of great rivers
 Through their palisades of pine-trees,
 And the thunder in the mountains,
 Whose innumerable echoes
 Flap like eagles in their eyries ;—
 Listen to these wild traditions,
 To this song of Hiawatha !

LESSON LXXX.

LETTER FORMS.—BODY OF LETTER OMITTED.

My dear Miss Glines,

Your kind
 invitation for Wednesday next
 finds me

Yours as ever,

Pauline Hill.

"The Glendon."

April 5, 1901.

My dear George,
When are you
coming down? It seems
Your old friend,
Jack.

"The Willows."
July 25, 1901.

Using the above forms as models write a letter to one of your friends. Do these forms seem to show that the correspondents are intimate friends? Do the writers of each form seem to be on equally familiar terms with the friends to whom they are writing?

Be sure to select the form that is suited to your case. Ought two letters to be written to illustrate both forms? Give reasons.

LESSON LXXXI.

SELECTION FROM GRANDFATHER'S CHAIR.—FOR STUDY.

"I have sometimes doubted," said Grandfather to the children, "whether there was

more than a single man among our forefathers who realized that an Indian possessed a mind and a heart, and an immortal soul. That single man was John Eliot. All the rest of the early settlers seemed to think that the Indians were an inferior race of beings, whom the Creator had merely allowed to keep possession of this beautiful country till the white men should be in want of it."

"Did the pious men of those days never try to make Christians of them?" asked Laurence.

"Sometimes, it is true," answered Grandfather, "the magistrates and ministers would talk about civilizing and converting the red people. But, at the bottom of their hearts, they would have had almost as much expectation of civilizing the wild bear of the woods and making him fit for paradise. They felt no faith in the success of any such attempts because they had no love for the poor Indians. Now, Eliot was full of love for them; and therefore so full of faith and hope that he spent the labor of a lifetime in their behalf."

"I would have conquered them first, and then converted them," said Charley.

"Ah, Charley, there spoke the very spirit of our forefathers," replied Grandfather. "But Mr. Eliot had a better spirit. He looked upon them as his brethren. He persuaded as many of them as he could to leave off their idle and wandering habits, and to build houses, and cultivate the earth, as the English did. He established schools among them and taught many of the Indians how to read. He taught them, likewise, how to pray. Hence they were called 'praying Indians.' Finally, having spent the best years of his life for their good, Mr. Eliot resolved to spend the remainder in doing them a yet greater benefit."

"I know what that was!" cried Laurence.

"He sat down in his study," continued Grandfather, "and began a translation of the Bible into the Indian tongue. It was while he was engaged in this pious work that the mint-master gave him our great chair. His toil needed it and deserved it."

"O Grandfather, tell us all about that Indian Bible!" exclaimed Laurence. "I have

seen it in the library of the Athenaeum; and the tears came into my eyes to think that there were no Indians left to read it."

HAWTHORNE.

We have learned that poetry is divided into stanzas. Let us now notice that this selection of prose from "Grandfather's Chair" is divided into parts. We see that the first three sentences spoken by Grandfather are grouped by themselves.

This group of sentences is called a **paragraph**.

How many paragraphs are there in this selection. Try to find out for yourself why it is divided into paragraphs.

Notice how each paragraph begins.

Find paragraphs in your readers.

Study paragraphs in your readers until you can tell what a paragraph is.

STUDY OF SELECTION.

What is the first picture that this selection presents to your mind? How many persons do you see in this picture? How are they grouped? Who is speaking? To whom

is he speaking? What is he talking about? What new picture do his words awaken in your mind?

What did Eliot think of the Indians? What did Grandfather say that the other early settlers thought of them?

What did Charley think was the best way to convert the Indians? Why did not Mr. Eliot think so?

Answer each of these question with a sentence. Write your answers.

You may then write in your own words what Mr. Eliot did for the Indians.

LESSON LXXXII.

NOUNS USED TO DESCRIBE OTHER NOUNS. — PREDICATE NOUNS.

Copy these sentences:

1. Mr. Rich is a merchant, and a friend of my uncle.
2. The shade trees of the village are maples, elms, and lindens.
3. The animals which pleased

the children most were the kittens, squirrels, and young rabbits

4. Uncle Eben was carpenter, blacksmith, and farm hand, all in one.

5. The most common farming tools are the plow, the hoe, the spade, the scythe, the fork, and the rake

What nouns tell what Mr. Rich is?

What nouns tell or point out the kinds of shade trees in the village? What nouns show us the kinds of animals that pleased the children?

What nouns tell us what Uncle Eben was? What nouns name the most common farming tools?

Answer each of these questions with a sentence.

A noun used to describe another noun, as in the above sentences, is called a **predicate noun**.

Point out the predicate nouns in the sentences you have just studied.

Point out the predicate nouns in the following sentences :

1. The city hall, the post office, and the schoolhouses are public buildings.

2. Good citizens are the industrious and public spirited men and women.

3. At that time the priest was the teacher, the law-maker, and the judge.

4. The one room of the log cabin was kitchen, sitting room, and sleeping room combined; parlors and libraries were rooms unheard of.

5. This famous old town was the North Village, the South Village, the Center, Spencer's Corner, and all the neighboring farms united under one government represented by the selectmen.

Write ten sentences of your own, using a predicate noun in each.

After *what words* in this lesson are the predicate nouns used ?

Make new sentences of those just studied, putting the predicate nouns as the subjects of your new sentences.

Name the predicate nouns of your new sentences.

LESSON LXXXIII.

PICTURE STUDY.



What does this picture represent? Where are these people? Who are they? Why are they here? What kind of lives do they lead?

Who is the central figure? Why does he appear among these people?

Write a story suggested by the picture and the questions.

Decide upon a name for your story before beginning to write.

LESSON LXXXIV.

OUR DOG, PRINCE. — FOR STUDY.

Our Prince was as fine and handsome a black shaggy Newfoundland dog as you ever saw.

When he came to us as a present from Uncle Tom he had not reached his full growth, and was somewhat clumsy in his attempts at play. He soon outgrew his awkward manners and became a graceful and dignified prince of dogs.

He knew so much that it seemed at times as though he longed to tell us what he was thinking about. If he could not speak in our language, he could express his thoughts so clearly at times that no one could misunderstand him.

Prince was so neat and trustworthy that he was allowed the freedom of the house, a privilege which he never abused. He was always on hand in the morning to greet each member of the family with a loving look, and a hearty wag of his glossy, shaggy tail.

He had the most expressive eyes of any

dog I ever saw. They followed so unceasingly every movement and mood of my sister, whom he loved above all else, that they seemed at times to see nothing besides; yet Prince took in all that was going on about him.

One afternoon when my sister had been left alone in the house with Prince, two of her young lady friends called. During the call his highness appeared at the door of the reception room with a very sad expression upon his face.

My sister, thinking that the downcast looks were caused by the dog's knowledge of the fact that he was out of his place, said, "Prince, old fellow, why are you here?" Immediately the knowing dog disappeared, as though he had felt the rebuke; but to the astonishment of my sister and her callers soon returned carrying in his mouth the tin basin from which he always drank.

This he placed at the feet of my sister. He then licked the dry bottom of the empty dish, and looked up appealingly into my sister's face, while his tail wagged triumphantly. His manner and actions plainly

said to all present, " You ask me why I am here. It's because I am very thirsty, and wish you would give me a drink of water."

It is needless to add that Prince got his wished for drink of water without much delay.

This little story is full of sentences that express thoughts about Prince.

How many paragraphs in this story? Write a subject, or topic, for each paragraph.

You may write the story of Prince as you remember it after a careful reading. Use your topics to help you make your paragraphs properly.

Express the thoughts in your own way, but be sure to use good sentences.



LESSON LXXXV.

ADJECTIVES FROM PROPER NAMES.

Copy the following sentences :

1. The well-curb had a Chinese roof.
2. Annie's teacher has written a new French book.
3. At the battle of Santiago the American fleet was victorious.
4. The tree was full of Japanese lanterns.
5. John's father bought him a Mexican pony.

What words do Chinese, French, American, Japanese, and Mexican describe ?

Why do Chinese, French, Japanese, and Mexican begin with capital letters ?

Adjectives like Chinese, French, American, Japanese, and Mexican, derived from proper names, are called **proper adjectives**.

Write ten sentences of your own, using a *proper adjective* in each.

Make a rule telling with what kind of letter words derived from proper names should begin.

LESSON LXXXVI.

WORDS ANSWERING THE QUESTION "HOW?" — ADVERBS.

Copy the following sentences:

1. The storm was raging fiercely
2. The waves were beating violently against the vessel.
3. The men were working steadily at the pumps.
4. They seemed to be gaining slowly upon the leak.
5. The vessel labored heavily in the trough of the sea.

After copying these sentences carefully underline in each sentence the word that answers the question, "How?"

Use a sentence to answer each of the following questions:

How does your grandfather walk? How do you run? How does Frank learn his lessons? How do birds sing? How does your mother speak?

Write five sentences of your own, using in each a word that answers the question, "How?"

A word that answers the question, "How?" is an **adverb of manner**.

Find in your reader as many adverbs of manner as you can.

LESSON LXXXVII.

POEM FOR STUDY.

Learn this poem:

YELLOW BIRD.

Yellow-bird, where did you learn that song,
Perched on the trellis where grapevines clamber,
In and out fluttering all day long,
With your golden breast bedropped with amber?

Where do you hide such a store of delight,
O delicate creature, tiny and slender,
Like a mellow morning sunbeam bright
And overflowing with music tender?

You never learned it at all, the song
Springs from your heart in rich completeness,
Beautiful, blissful, clear, and strong,
Steeped in the summer's ripest sweetness.

To think we are neighbors of yours! How fine!
Oh, what a pleasure to watch you together,
Bringing your fern-down and floss to reline
The nest worn thin by the winter weather!

Send up your full notes like worshipful prayers;
Yellow-bird, sing while the summer's before you;
Little you dream that, in spite of your cares,
Here's a whole family, proud to adore you!

CELIA THAXTER.

Study the adjectives in this bright little poem, and notice how much they add to its beauty.

Study also the force of the exclamatory sentences.

LESSON LXXXVIII.

WORDS ANSWERING THE QUESTION "WHEN?"—ADVERBS.

Copy these sentences:

1. You must give the signal now.

2. When they reached the end of the forest, the sun had already set.

3. The general gave orders for the column to march immediately.

4. Uncle Tom and Aunt Alice are coming to dine with us tomorrow.

5. Father received a telegram from Fred yesterday, saying that he should reach home to-day.

Study these sentences until you can answer the following questions readily:

What word tells *when* you must give the signal?

What word tells *when* the column is to march?

What word tells *when* Uncle Tom and Aunt Alice are coming to dine with us?

What word tells *when* Father received the telegram? What word tells *when* Fred would reach home?

Each of these words that tells us about the time of an action is **an adverb of time**.

Underline the adverbs of time in the sentences just copied.

Write sentences using suitable adverbs of time in answer to the following questions:

When do you wish to do your best?

When would you be willing to have a thousand dollars in the bank?

When do children love to play?

When are children ready to go to bed?

When ought men to pray?

When should children have good lessons?

When ought wars to cease?

When should all men love one another?

Find in your readers sentences containing adverbs of time.

LESSON LXXXIX.

WORDS ANSWERING TO THE QUESTION, "WHERE?"—ADVERBS.

Copy these sentences:

1. The new block is to be built here.

2. True reforms never go backward

3. And they asked him, "Whence these stories, whence these legends and traditions?"

4. Where the fishing was good, there you might expect to find lazy fo.

5. Yonder is the spot where once a mansion stood.

What word tells *where* the block is to be built?

What word tells *the direction which* reforms never take? What words ask *where* the stories, legends, and traditions came from?

What words in the fourth and fifth sentence denote *place* or *direction*?

Write five sentences of your own, using one or more of the following words in each sentence:

here	whence	backward
there	whither	forward
anywhere	everywhere	aloft
yonder	astern	

LESSON XC.

Learn the following poem.

BUGLE SONG.

The splendor falls on castle walls,
 And snowy summits old in story:
 The long light shakes across the lakes,
 And the wild cataract leaps in glory.
 Blow, bugle, blow, set the wild echoes flying,
 Blow, bugle; answer, echoes, dying, dying, dying.

Oh, hark, oh, hear! how thin and clear,
 And thinner, clearer, farther going!
 Oh, sweet and far, from cliff and scar,
 The horns of Elfland faintly blowing!

Blow, let us hear the purple glens replying :
Blow, bugle ; answer, echoes, dying, dying, dying.



Oh, love, they die in yon rich sky,
They faint on hill or field or river ;
Our échoes roll from soul to soul,
And grow forever and forever.
Blow, bugles, blow, set the wild echoes flying,
And answer, echoes, answer, dying, dying, dying

ALFRED TENNYSON.

Try to find as many pictures as possible
in this little poem.

Study each picture with great care, that
you may see all its beauties.

Write a story about the picture. Tell who may have built the castle. Tell why it was built. What may its interior be like? What kind of people may have lived in it? Are such castles built now? Did the people who lived in castles have bugles? What use did they make of them?

LESSON XCI.

POEM FOR STUDY.

Learn this poem:

WARNING TO YOUTH.

Take heed, O youth, both brave and bright,
Battles there are for you to fight!
Stand up erect and face them all,
Nor turning flee, nor wavering fall.
Of all the world's bewildering gifts,
Take only what thy soul uplifts.
Keep firm your hand upon the helm
Lest bitter tempest overwhelm;
And watch lest evil mist should mar
The glory of your morning star,
And robe the glory of the day
You have not reached, in sullen gray.

Choose then, O youth, both bright and brave!
Will be a monarch or a slave?
Ah, scorn to take one step below
The paths where truth and honor go!
On manhood's threshold stand, a king,
Demanding all that life can bring
Of lofty thought, of purpose high,
Of beauty and nobility.
Once master of yourself, no fate
Can make your rich world desolate,
And all men shall look up to see
The glory of your victory.

CELIA THAXTER.



PART SECOND.

LESSON XCII.

THE TWO PARTS OF A STATEMENT. — THE SUBJECT
AND THE PREDICATE.

- | | |
|----------------|----------------|
| 1. Birds sing. | 3. Dogs bark. |
| 2. Boys play. | 4. Ducks swim. |

What word in the first sentence *names the things about which we think?*

What word tells *what birds do?*

What word in the second sentence *names the things about which we think?*

What word tells us *what boys do?*

What word in the third sentence *names the things about which we think?*

What word tells *what dogs do?*

What word in the fourth sentence *names the things about which we think?*

What word tells us *what ducks do?*

Birds is **the subject** of the first sentence because it *names the things about which we think.*

Name *the words* used as *the subjects* of the other sentences.

Sing is **the predicate** of the first sentence, because it tells us something about *the subject*, **birds**.

Sing is a **verb** because it asserts or tells something about *birds*.

A verb is a word used to make an assertion.

Name the verbs in the other sentences.

Every statement consists of two parts, a subject and a predicate.

LESSON XCIII.

TWO PARTS OF A STATEMENT. — THE SUBJECT AND THE PREDICATE.

Name *the subject* and *the predicate* in each of the following sentences:

Girls sew.

Snow melts.

Rain falls.

Wolves howl.

Winter has gone.

Spring has come.

The sun shines.

The horse runs.

The wind blows.

The squirrel plays.

Write ten sentences of your own, and name *the subject* and *the predicate* in each sentence. *Name the verbs in this lesson.*

LESSON XCIV.

THE TWO PARTS OF A QUESTION. — THE SUBJECT AND
THE PREDICATE.

1. Has spring come?
2. Are the crocuses up?
3. Have the bluebirds arrived?

What word in the first sentence *names the thing about which the question is asked?*

What words *ask something about spring?*

What words in the second sentence *name the things about which the question is asked?*

What words *ask something about the crocuses?*

What words in the third sentence *name the things about which the question is asked?*

What words *ask something about the bluebirds?*

Spring is the **subject** of the first sentence, because it *names the thing about which the question is asked.*

Name the words used as the subjects of the other sentences, and tell why they are the subjects.

Has come is the **predicate** of the first sentence, because these words *ask something about the subject, spring.*

Name the words used as the predicates of the other sentences, and tell why they are the predicates. *Name the verbs.*

Name the subject and the predicate of each of the following sentences, and give a reason in each case :

1. Has the teacher come?
2. Will the train be on time?
3. When will school begin?
4. How long is the vacation?
5. Where does Mr. Thatcher live?

LESSON XCV.

THE BROKEN WINDOW.

Write a story about *The Broken Window*. Use as much of the following outline as you like to aid you.

Robert and Jerry were snowballing each other. They were having lots of fun. One of Robert's snowballs broke a pane of glass in a window. Jerry ran away. Robert hurried to find the man whose window he had broken. The owner was surprised to learn

that the glass was broken. Robert was anxious to pay for the glass. He had only a silver quarter, given him as a keepsake. The owner of the window was ready to accept the quarter as payment in full. Why? Robert knew it would not pay for the glass. How do you suppose Robert felt? What do you think of Jerry? What kind of a boy was Robert? How would you like such a boy for a playmate? Make topics or headings for your story before writing. Write a paragraph for each topic.

Be careful of your punctuation.

LESSON XCVI.

THE TWO PARTS OF AN EXCLAMATORY SENTENCE. — THE
SUBJECT AND THE PREDICATE.

1. How happy Mr. Rich must be!
2. How fragrant the blossoms are!
3. What a hard time the poor woman is having!

What words in the first sentence *name the person about whom we think?*

What words *express some strong feeling about Mr. Rich?*

What words in the second sentence *name the things about which we think?*

What words *express some strong feeling about the blossoms?*

What words in the third sentence *name the person about whom we think?*

What words *express some strong feeling about the poor woman?*

Mr. Rich is the **subject** of the first sentence, because these words *name the person about whom we think.*

Name the words used as the subjects of the other sentences, and tell why they are the subjects.

Must be how happy is the **predicate** of the first sentence because these words *express some strong feeling about the subject, Mr. Rich.*

Name the predicates of the other sentences, and tell why they are the predicates.

Name the subject and the predicate of each of the following sentences:

1. How cold and uncomfortable the room is!
2. What will Mr. Poor do!
3. How fiercely the storm is raging!
4. How can vessels live in such a gale!
5. What can the poor sailors do!

LESSON XCVII.

OUT-DOOR LIFE.—PICTURE STUDY.



Study the picture carefully before giving it a name.

Try to recall a similar scene which you have visited.

How many kinds of life do you see in the picture?

Do the trees remind you of trees with which you are familiar?

Why are the cattle here?

Write a story which the picture suggests.

LESSON XCVIII.

THE TWO PARTS OF AN IMPERATIVE SENTENCE. — THE SUBJECT AND THE PREDICATE.

1. Come over to the ball field this afternoon.

2. Bring your ball and bat with you.

3. Ask Fred to come with you.

Who is addressed in these sentences?

Of course you cannot tell. You cannot see the subject of either of these sentences, as it does not appear.

The subject of an imperative sentence is seldom expressed. It does not appear to the eye. When the subject of a sentence is not expressed, we say it is understood.

The subject of an imperative sentence is usually understood.

The understood subject of an imperative sentence is usually the *pronoun you*.

Remember that every sentence consists of two parts, the *subject* and the *predicate*.

If we were to add *you* to each of the above sentences, what would be the predicate of each sentence?

LESSON XCIX.

IMPERATIVE SENTENCES.

1. Alice, come over to Forest Park with us on Saturday.

2. John, bring me a chisel from your toolbox.

Notice the proper names.

Are these proper names used as the subjects of the sentences? Why not?

Are the subjects of these sentences expressed or understood?

What is the subject of the first sentence?

What is the predicate?

What is the subject of the second sentence?

What is the predicate?

Alice and John are the names of the persons addressed in these sentences, and their names are used to call their attention to what the speaker is saying.

What word understood is the subject of each of these sentences?

A proper name is never used as the subject of an imperative sentence.

LESSON C.

THE SUBJECT AND THE PREDICATE.

We have already learned that a sentence consists of two parts, a **subject** and a **predicate**.

By careful study we find that a *subject* or a *predicate* may consist of *several words*.

An examination of the following sentences will make this fact clear:

1. Large drops of rain began to fall.
2. General Lew Wallace wrote Ben Hur.

To *what things* is our attention called in the first sentence? What then is the subject of this sentence?

Large drops of rain must be **the subject** of the sentence, because these words name the things *about which we think*.

We must then ask ourselves the question, "What is *said* about *large drops of rain*?"

Our answer must be, "*Large drops of rain began to fall*."

Began to fall must be **the predicate** of the sentence, because these words tell us *what is said about the subject*.

Who wrote Ben Hur? What then must be

the subject of the second sentence? *What words* in the second sentence tell us what General Lew Wallace *did*? What then must be *the predicate* of the second sentence?

Name the subject and the predicate in each of the following sentences:

1. The tops of the mountains were covered with snow.

2. George Washington was the first President of the United States.

3. The nest of the weasel is very hard to find.

4. Harriet Beecher Stowe wrote "Uncle Tom's Cabin."

5. The Commander's orders were obeyed to the letter.

6. The officer of the day performed his duty with great skill.

7. The noise of the carriage awoke them from their sleep.

8. A cheerful temper will make beauty attractive.

9. The broad-faced sun smiled upon the dewy earth.

10. The over-worked teacher was obliged to take a vacation.

LESSON CI.

POEM. — FOR STUDY.

THE SANDPIPER.

Across the narrow beach we flit,
 One little sandpiper and I,
And fast I gather, bit by bit,
 The scattered driftwood bleached and dry.
The wild waves reach their hands for it,
 The wild wind raves, the tide runs high,
As up and down the beach we flit, —
 One little sandpiper and I.

Above our heads the sullen clouds
 Scud bleak and swift across the sky,
Like silent ghosts in misty shrouds
 Stand out the white light-houses high.
Almost as far as eye can reach
 I see the close-reefed vessels fly,
As fast we flit along the beach, —
 One little sandpiper and I.

I watch him as he skims along,
 Uttering his sweet and mournful cry;
He starts not at my fitful song,
 Or flash of fluttering drapery.

He has no thought of any wrong;
He scans me with a fearless eye.
Staunch friends are we, well tried and strong,
The little sandpiper and I.

Comrade, where wilt thou be to-night
When the loosed storm breaks furiously?
My driftwood fire will burn so bright!
To what warm shelter canst thou fly?
I do not fear for thee, though wroth
The tempest rushes through the sky;
For are we not God's children both,
Thou, little sandpiper, and I?

Who were companions in this beautiful little poem? Where were they? What was each doing? What was the appearance of the sea? What is meant by the fifth line of the poem?

What does the second stanza of the poem describe? What words in this stanza describe *clouds*? To what are the light-houses compared?

What does the third stanza tell us about the sandpiper? What thoughts in this stanza prove the friendship of the poet and the sandpiper?

To whom is the last stanza of the poem addressed?

What is the most beautiful thought of the poem?

LESSON CII.

GROUPS OF WORDS ANSWERING THE QUESTION "HOW?"

Copy these sentences:

1. Mary copied her lessons with care.

2. The messenger drove the horse at full speed

3. The vessel reached the harbor in safety.

4. The hunters crossed the river on the floating ice.

5. The tops of the mountains were covered with snow.

What group of words tells *how* Mary copied her lessons?

What group of words tells *how* the messenger drove the horse?

What group of words tells *how* the vessel reached the harbor?

What group of words tells *how* the hunters crossed the river?

What group of words tells *how* the tops of the mountains were covered?

Underline the groups of words answering to the question "How?" in the sentences just copied.

Answer each of the following questions with a sentence, using *a group of words* in each sentence to answer the question, "How?"

1. How did John ride to school?
2. How do you expect to learn your lessons?
3. How did Evelyn gain the prize?
4. How do most men get a living?

How do *the groups of words* in this lesson that answer the question "How?" compare with the *words* in Lesson LXXXVI. that answer the same question?

Change any of the groups of words in this lesson that answer the question "How?" to single words without changing the meaning if you can.

The groups of words in this lesson that answer to the question "How?" are **adverbial phrases**.

LESSON CIII.

GROUPS OF WORDS ANSWERING THE QUESTION "WHEN?"

Copy these sentences:

1. School begins at nine o'clock.
2. Mr. Butler and his family will start for the country in the morning.
3. The pupils will be out of the building in ten minutes.
4. The architect said the house would be finished in three weeks.
5. The orders came for the soldiers to march at once.

What group of words tells *when* school begins? What group of words tells *when* Mr. Butler and his family will start? What group of words tells *when* the pupils will be out of the building? What group of

words tells *when* the architect said the house would be finished? The orders came for the soldiers to march *when*?

Underline the groups of words answering the question "when?" in the sentences just copied.

Answer each of the following questions with a sentence, using a *group of words* in each sentence to answer the question "when?"

1. When will you go home?
2. When will your teacher dismiss you?
3. When will the sun set?
4. When will you take your vacation?
5. When do the birds go south?

The groups of words in this lesson that answer the question "when?" are called **adverbial phrases**.

LESSON CIV.

STORY.—FOR REPRODUCTION.

THE LARK AND HER YOUNG ONES.

A lark, who had young ones in a field of grain, which was almost ripe, was afraid the reapers might come before her young brood could fly.

Every day, therefore, when she flew away to look for food, she charged them to take notice of what they heard during her absence.

One day, when she was gone, they heard the master of the field say that the grain seemed ripe enough to cut. He told his son



to go early on the morrow, and ask their friends and neighbors to come and help them reap it.

When the old lark came home, the little ones fell quivering and chirping around her.

They told her what they had heard, and begged their mother to remove them at once from the field.

The old lark calmed the fears of her children and said, "If the farmer depends upon his friends and neighbors to reap his field, I am sure the grain will not be touched to-morrow."

The next day the mother bird went out, leaving the same orders as before. The owner came and waited. The sun grew hot, but nothing was done; for not a soul came to help him at the grain.

"You see," said he to his son, "these friends of ours are not to be depended upon. Run off at once to your uncles and cousins, and say I wish them to come early to-morrow morning to help us reap the grain."

This the young birds in great alarm also repeated to their mother as soon as she returned.

"Do not be frightened, children," said she, "kindred and relatives are not always very forward in helping one another; but keep your ears open and let me know what you hear tomorrow."

The owner came next day, and finding his relatives as backward as his neighbors, said to his son, "Now, George, listen to me. Get a couple of good sickles ready for to-morrow morning, for it seems we must reap the grain by ourselves." The young ones told this also to their mother.

"Then, my dears," said she, "it is time for us to go; for when a man undertakes to do his business himself, it is not so likely that he will be disappointed."

The lark removed her young ones immediately, and the grain was reaped the next day by the old man and his son.

Study carefully the punctuation and the paragraphing of this selection.

Make a topic for each paragraph, and be ready to tell the story from your topics.

Write the story of "The Lark and her Young Ones," using your own topics to help you.

If you attempt to write in her own words what the mother bird said to her children, be sure to use quotation marks correctly.

Be very careful in the use of all marks of punctuation.

LESSON CV.

GROUPS OF WORDS ANSWERING THE QUESTION "WHERE?"

1. The town crier had rung his bell at a distant corner.

2. A street musician has seated himself on the steps of the old church.

3. The orioles had built a nest on one of the highest limbs of the elm.

4. The breaking waves dashed high

On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed.

What group of words tells *where* the town crier had rung his bell?

What group of words tells *where* the musician has seated himself?

What group of words tells *where* the orioles had built a nest?

What group of words tell *where* the breaking waves dashed?

What group of words tells *where* the woods tossed their giant branches?

Compare the groups of words in this lesson that answer the question "Where?"

with the single words in Lesson LXXXIX that answer the same question.

Each *group of words* answering the question "Where?" in the sentences you have just studied is an **adverbial phrase**.

Point out the adverbial phrases in the following selection :

Over in the meadow,
In a hole in a tree,
Lived a mother bluebird
And her little birdies three.
"Sing!" said the mother;
"We sing," said the three;
So they sang and were glad
In the hole in the tree.

Over in the meadow,
In the weeds on the shore,
Lived a mother muskrat
And her little ratties four.
"Dive," said the mother;
"We dive," said the four;
So they dived and they burrowed
In the weeds on the shore.

Adjectives, adjective phrases, adverbs, and adverbial phrases are *modifiers*.

A modifier is a word or a group of words used to make the meaning of another word more clear or definite.

LESSON CVI.

POEM FOR STUDY.

Commit this poem to memory :

THE BELLS.

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light ;
The year is dying in the night ;
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
Ring, happy bells, across the snow ;
The year is going, let him go ;
Ring out the false, ring in the true.

Ring out a slowly dying cause,
And ancient forms of party strife ;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out false pride in place and blood,
The civic slander, and the spite ;
Ring in the love of truth and right,
Ring in the common love of good.

Ring out the shapes of foul disease ;
 Ring out the narrowing wish for gold ;
 Ring out the thousand wars of old,
 Ring in the thousand years of peace.

Ring in the valiant man and free,
 The larger heart, the kindlier hand ;
 Ring out the darkness of the land,
 Ring in the Christ that is to be.

ALFRED TENNYSON.

To the Teacher. — The beauties of this lesson will require more than the time given to an ordinary language lesson. Have the relation of the punctuation to the shades of thought carefully studied.

LESSON CVII.

WORDS THAT SHOW RELATION. — PREPOSITIONS.

1. Take your pencil in your hand.
2. Place it upon your desk.
3. Place it near the book.
4. Hold it above the desk.
5. Hold it beneath the desk.
6. Hold it before the desk.
7. Hold it behind the desk.
8. Place it between the book and the inkwell.

In how many positions have you placed the pencil?

The *word* which shows *the relation* of the pencil to some other object in each of these positions is **a preposition**.

The noun naming the thing related to the pencil is **the object of the preposition**.

Name **the preposition** and **its object** in each position of the pencil.

Name the **prepositions** and **their objects** in the following selections:

Here I come creeping, creeping everywhere,
 By the dusty roadside,
 On the sunny hillside,
 Close by the noisy brook,
 In every shady nook,
 I come creeping, creeping everywhere.

Jack in the pulpit
 Preaches to-day
 Under the green trees
 Just over the way.
 Squirrel and song sparrow,
 High on their perch,
 Hear the sweet lily-bells
 Ringing to church.

LESSON CVIII.

SUBJECT MODIFIERS.

Thoughts are represented by sentences.

Let us now take the simplest form of sentence, add to it little by little, noticing the change of thought as represented by additions in each new sentence.

1. The clock strikes.
2. The old clock strikes.
3. The old clock on the stairs strikes.
4. The old clock on the stairs in the hall strikes.
5. The old clock on the stairs in the hall of the mansion strikes.
6. The old clock on the stairs in the hall of the mansion in the village strikes.

Notice the new word, or the new group of words added in each sentence. Decide what word in the sentence is modified by the word or group of words. How many *adjective phrases* in these sentences?

Enlarge the following sentences as above:

The bird sings.

The squirrel plays.

The boy runs.

The dog barks.

LESSON CIX.



THE OLD CLOCK ON THE STAIRS.—FOR STUDY.

Somewhat back from the village street
Stands the old-fashioned country-seat.
Across its antique portico
Tall poplar trees their shadows throw ;

And from its station in the hall
An ancient time-piece says to all, —
 “Forever — never!
 Never — forever!”

Half-way up the stairs it stands,
And points and beckons with his hands
From its case of massive oak,
Like a monk, who, under his cloak,
Crosses himself, and sighs, alas!
With sorrowful voice to all who pass, —
 “Forever — never!
 Never — forever!”

By day its voice is low and light,
But in the silent dead of night,
Distinct as a passing footstep's fall,
It echoes along the vacant hall,
Along the ceiling, along the floor,
And seems to say at each chamber door, —
 ‘Forever — never!
 Never — forever!’

Through days of sorrow and days of mirth,
Through days of death and days of birth,
Through days of swift vicissitude,
Of changeful time, unchanged it has stood,

And as if, like God, it all things saw,
It calmly repeats those words of awe, —
“Forever — never!
Never — forever!”

Study the word pictures in each stanza of this selection.

Notice particularly the force of the adjective and adverbial phrases as here used.

Who are the people represented by *the picture*? Where are they? What are they doing?

Write a story from the picture.

LESSON CX.

WORDS THAT STATE, TELL, OR ASSERT. — VERBS.

1. The sun shines.
2. The wind blows.
3. Flowers bloom.
4. Horses run.

What *word* tells what the sun *does*?

What *word* tells what the wind *does*?

What *word* tells what flowers *do*?

What *word* tells what horses *do*?

What is the subject of each of these sentences?

A word that tells or asserts something of the subject of a sentence is a **verb**.

Name the verb in each of the sentences just studied.

Write five sentences of your own, and name the verb in each sentence.

LESSON CXI.

TRANSITIVE AND INTRANSITIVE VERBS.—NOUNS
AS OBJECTS.

1. Squirrels eat nuts.
2. Birds build nests.
3. The sun shines.
4. Flowers bloom.

What word in the first sentence tells or asserts something about squirrels?

A word that tells or asserts something is a verb.

Name the verb in each of these sentences.
What is the subject of each verb?

What word in the first sentence tells *what squirrels eat*?

What word in the second sentence tells *what birds build*?

The word that stands for the person or

the thing that receives the action expressed by the verb is called the **object** of *the verb*.

A verb that *takes an object* is a **transitive verb**.

Name the *transitive verbs* in the sentences just studied.

A verb that *does not take an object* is an **intransitive verb**.

Name the *intransitive verbs* in the sentences just studied.

Name the transitive and the intransitive verbs in the following sentences, and tell why the verbs are transitive or intransitive : —

1. The sun warms the earth.
2. The clouds rolled away.
3. The tired little fellow was selling papers.
4. He was supporting his sick mother.
5. The field was full of daisies.
6. The vessel had broken away from her moorings.
7. The motorman quickly stopped the car.
8. The tops of the hills glowed in the morning sun.
9. Alice picked wild strawberries in the field yesterday.
10. Children love beautiful flowers.

LESSON CXII.

SUBJECTS. — PRONOUNS.

1. John is going to camp with us tomorrow.

2. He will meet us at the old mill.

3. I met Mrs. Fuller this morning at Tom's.

4. She told me about John.

5. We shall have the Bruce boys with us Tuesday.

6. They will come on their wheels.

7. You can ride over with me.

What is *the subject* of the second sentence?

What word is *he* used instead of?

What is *the subject* of the fourth sentence?

What words does *she* take the place of?

What is *the subject* of the sixth sentence?

For what words does *they* stand?

What is *the subject* of the seventh sentence?

A Pronoun is a word used instead of a noun.

How many **pronouns** in the sentences of this lesson?

*Name the pronouns used as **subjects** in these sentences.*

Of what verb is each pronoun the subject?

LESSON CXIII.

OBJECTS AND POSSESSIVES. — PRONOUNS.

1. I saw John and gave him your message.
2. Did you see Mrs. Smith at her home?
3. Yes, and I asked her to meet you at the bookstore.
4. Where did you leave my pencil?
5. I left it in your desk.
6. James will let us take his boat this afternoon.
7. Tell the boys we will see them now.

For what word does *him* in the first sentence stand?

Whose message is mentioned in this sentence?

Whose home is mentioned in the second sentence?

For what words does *her* in the third sentence stand?

Whose pencil is mentioned in the fourth sentence?

For what word does *it* in the fifth sentence stand? *Whose* desk is mentioned in this sentence?

What word in the seventh sentence does *them* stand for?

Name the pronouns used as objects in these sentences.

Name the pronouns that denote ownership, or possession.

LESSON CXIV.

TWO USES OF THE TRANSITIVE VERB.

1. The blacksmith shod the horse yesterday.

2. The horse was shod by the blacksmith yesterday.

What was it that the blacksmith *shod*?
 What, then, is *the object* of the verb in the first sentence? What kind of a verb must *shod* be called?

Does the second sentence express the same thought as the first?

Does the verb in the second sentence take an object?

How does the second sentence differ from the first?

Here we see that *the transitive verb* has **two forms** to express the same thought.

It takes *an object* when one form is used; but *the object* becomes *the subject* when the second form is used.

Write new sentences from the following, using the other form of the transitive verb:

1. The heavy storm injured several vessels in the harbor.

2. The gardener watered the lawn every day last week.

3. The hot sun soon drove away the heavy fog.

4. Mr. Longfellow wrote many beautiful poems for children.

5. During the Spanish war Lieutenant Hobson sunk the Collier Merrimack at the mouth of Santiago harbor.

6. A small party of hunters captured a full-grown deer at Lake Kineo last week.

7. The Joseph Dixon Crucible Company makes many kinds of excellent lead pencils.

How many forms has the transitive verb for expressing the same thought?

Find ten sentences in your readers containing transitive verbs, and change each sentence by using the other form of the verb.

LESSON CXV.

EXTRACT FROM HIAWATHA.



The Introduction to "The Song of Hiawatha," a part of which we quote below, is a beautiful illustration of the method of expanding thought, as taught in previous lessons.

Should you ask me, whence these stories?

Whence these legends and traditions,

With the odors of the forest,

With the dew and damp of meadows,

With the curling smoke of wigwams,

With the rushing of great rivers,

With their frequent repetitions,

And their wild reverberations,
As of thunder in the mountains?

I should answer, I should tell you,
“From the forests and the prairies,
From the great lakes of the Northland,
From the land of the Ojibways,
From the land of the Dacotahs,
From the mountains, moors, and fen-lands,
Where the heron, the Shuh-shuh-gah,
Feeds among the reeds and rushes.
I repeat them as I heard them
From the lips of Nawadaha,
The musician, the sweet singer.”

Should you ask where Nawadaha
Found these songs so wild and wayward,
Found these legends and traditions,
I should answer, I should tell you,
“In the birds'-nests of the forest,
In the lodges of the beaver,
In the hoof-prints of the bison,
In the eyry of the eagle!

“All the wild-fowl sang them to him,
In the moorlands and the fen-lands,
In the melancholy marshes;
Chetowaik, the plover, sang them,
Mahn, the loon, the wild goose, Wawa,

The blue heron, the Shuh-shuh-gah,
And the grouse, the Mushkodasa!"

If still further you should ask me,
Saying, "Who was Nawadaha?"

Tell us of this Nawadaha,"

I should answer your inquiries
Straightway in such words as follow.

"In the Vale of Tawasentha,

In the green and silent valley,

By the pleasant watercourses,

Dwelt the singer Nawadaha.

Round about the Indian village

Spread the meadows and the cornfields,

And beyond them stood the forest,

Stood the groves of singing pine-trees,

Green in summer, white in winter,

Ever sighing, ever singing."

Study this beautiful selection with great care. Try to understand every sentence.

Notice how the punctuation helps to make the meaning clear.

Study the picture until you are familiar with every part of it.

Write a story suggested by the selection and the picture.

To the Teacher. — By a study of the beauties of this quotation, the children can be interested to continue the study of "Hiawatha," where they can learn the value of words in beautiful description, and thus increase both their thought and their language power.

LESSON CXVI.

CONTRACTIONS.

"You say you haven't heard about Tom Short? Well, that's strange. I'll tell you all about him some time. Can't now, I'm too busy. I've just time to say that Tom's the queerest fellow you ever saw, and that you'll be glad to know him. Good-bye!"

In speaking, and sometimes in writing, people often use language similar to that found in this selection. That is, they shorten some of their words.

Select the shortened words in this lesson and write out their full forms. When words are shortened in this way, two words are usually united into one.

These shortened forms are called contractions. In contractions the apostrophe (') is used to mark the place of omitted letters.

Write sentences using the contracted forms of: He is, she is, it is, we are, you are, they are, are not, do not, does not, can not, I will, he will, you will, they will.

In writing these sentences ask yourself if it is always well to use these contracted forms in speaking and writing.

Find selections in your readers that contain contracted forms, then write the full form in place of each contracted form.

LESSON CXVII.

SUBJECT AND PREDICATE. — ORIGINAL SENTENCES.

1. Building houses is the work of the carpenter.

2. Driving hoop is fun for girls.

What is the subject of the first sentence?

Why?

What is the predicate? Why?

Name the subject and the predicate of the second sentence.

Supply a predicate for each of the following subjects:

Making snow forts.

Playing ball.

Building block houses.

Running races.

Getting good lessons.

Climbing trees.

Write five sentences of your own with subjects and predicates similar to those just written.

Be sure that your sentences express your own thoughts.

LESSON CXVIII.

THE SUBJECT AND THE PREDICATE.

We have seen that each sentence consists of two parts, *the subject* and *the predicate*.

Find the subject and the predicate of the following sentence:

To have good lessons every day requires hard study.

What *words* tell us **what** *requires hard study*? What then must be **the subject** of this sentence? Our answer must be, "*To have good lessons every day* is **the subject**."

What are we told *about the subject* of this sentence? What then must be **the predicate** of the sentence? Our answer must be, "*Requires hard study* is **the predicate** of the sentence, because it *tells us something about the subject*."

Give the subject and the predicate of each of the following sentences;

1. To help one another is a part of our daily duty.

2. To make hay is the work of the farmer.

3. To study diligently is praiseworthy.

4. To speak the truth always is characteristic of an honest man.

5. To refrain from scolding lazy pupils requires much patience.

LESSON CXIX.

POEM FOR STUDY. — THE CORAL GROVE.

Deep in the wave is a coral grove
Where the purple mullet and goldfish rove;
Where the sea flower spreads its leaves of blue,
That never are wet with the falling dew;
But in bright and changeful beauty shine,
Far down in the green and glassy brine.
The floor is of sand, like the mountain's drift,
And the pearl shells spangle the flinty snow;
From coral rocks the sea plants lift
Their boughs, where the tides and billows flow;
The water is calm and still below,
For the winds and waves are absent there,
And the sands are bright as the stars that glow

In the motionless fields of upper air.
There, with its waving blade of green,
The sea flag streams through the silent water,
And the crimson leaf of the dulse is seen
To blush like a banner bathed in slaughter.
There, with a light and easy motion,
The fan coral sweeps through the clear deep sea ;
And the yellow and scarlet tufts of ocean
Are bending like corn on the upland lea.
And life in rare and beautiful forms
Is sporting amid those bowers of stone,
And is safe, when the wrathful spirit of storms
Has made the top of the waves his own ;
And when the ship from his fury flies,
When the myriad voices of ocean roar,
When the wind god frowns in the murky skies,
And demons are waiting the wreck on shore,
Then far below, in the peaceful sea,
The purple mullet and goldfish rove,
Where the waters murmur tranquilly
Through the bending twigs of the coral grove.

JAMES GATES PERCIVAL.

Study every sentence in this beautiful poem with great care. Try to understand the meaning of every line. Notice the num-

ber of pictures given in the poem. Study the different parts of each picture. Study the effect of the punctuation upon the meaning.

LESSON CXX.

ADJECTIVE CLAUSES.

1. The book that Mary is reading is mine.
2. The tree that stood here was an elm.
3. The child who studies hard usually has good lessons.
4. The man who does not love children is unfortunate.

Which book is mine? What words tell us which book is meant?

Which tree was an elm? What words tell us *which* tree is referred to?

What child usually has good lessons? What words tell us which child is meant?

What man is described as unfortunate? What words tell us something about the man that is unfortunate?

A group of words containing *a subject* and *a predicate* used to describe a noun is an **adjective clause**.

Name the adjective clauses in the sentences just studied.

Point out the adjective clauses in the following sentences :

1. The pretty dishes which he carries are made of carved wood.

2. The things which are of most value cost us nothing.

3. The window which overlooked the garden suddenly opened.

4. The man who has no music in his soul is deprived of many pleasures.

5. Jack brought me a beautiful pigeon which he had caught in his snare.

6. We all stood gazing at the stranger who had so suddenly appeared in our midst.

7. Fritz brought me a branch loaded with beautiful white down, which I found to be cotton.

LESSON CXXI.

DEPENDENT STATEMENTS. — ADJECTIVE CLAUSES.

In this lesson we have statements written in pairs. The second statement tells us something about the first in each pair.

Study each pair of statements carefully, then decide how to unite them into one sentence:

1. That is Tom.

He brings the milk.

2. This is the red squirrel.

Ernest caught it.

3. That is our dog Rover.

He guards the stable.

4. Here is Mr. Strong.

He stopped the runaway horse yesterday.

5. This is the tool box.

I made it.

6. That is the house on the hill.

My father built it for Mr. Gray.

7. Here is a golf ball.

Henry lost it last week.

8. This is Mary's illustrated copy of Ben Hur.

Her father gave it to her as a birthday present.

9. We were all presented to the President.

He shook hands with each member of our party.

Children often use short sentences like these just studied.

With careful study you will soon learn to use a much better form of sentence, that will unite your thoughts more closely.

The first pair of statements united into one sentence might read: Here is Tom who brings the milk.

In this sentence our attention is especially called to *Tom*. We are told that *Tom* is *here*, and we are then told something more about him.

What *noun* do the words *who brings the milk* modify or explain?

Who brings the milk is here used like what kind of word?

What kind of clause must *who brings the milk* then be?

Study the other pairs of sentences until you can unite each pair into one sentence containing a clause.

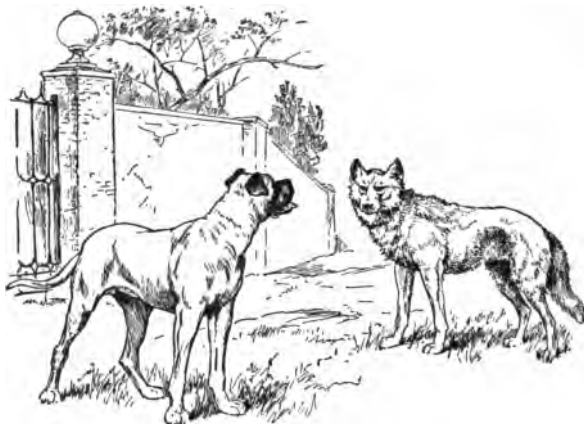
Be sure that the *second part* or clause of the sentence modifies some word in the *first part*, just as *who brings the milk* modifies **Tom**.

What kind of clause will you have in each new sentence? Why?

Change each pair of sentences into a single sentence containing an adjective clause.

LESSON CXXII.

FOR STUDY AND REPRODUCTION.



THE WOLF AND THE MASTIFF.

A wolf, who was almost skin and bone, so well did the dogs of the neighborhood keep guard, met one moonlight night a sleek mastiff, who was as strong as he was fat.

The wolf would gladly have supped off him, but saw there would first be a great fight, for which, in his condition, he was not prepared; so bidding the dog good night very humbly, he praised his good looks.

“It would be easy for you,” replied the

mastiff, "to get as fat as I am if you liked. Quit this forest where you and your fellows live so wretchedly, and often die of hunger. Follow me and you shall fare much better."

"What shall I have to do?" asked the wolf.

"Almost nothing," answered the dog, "only chase away the beggars and fawn upon the folks of the house. You will in return be paid with all sorts of nice things, to say nothing of many a friendly pat on the head."

The wolf, at the picture of so much comfort, nearly shed tears of joy. They trotted off together, but as they went along the wolf noticed a bare spot on the dog's neck.

"What is that mark?" said he.

"Oh, nothing," said the dog.

"How nothing?" urged the wolf.

"Oh, the merest trifle," answered the dog; "the collar, which I wear when I am tied up, is the cause of it."

"Tied up!" exclaimed the wolf, with a sudden stop. "Tied up! Can you not then always run where you please?"

"Well, not quite always," said the mastiff, "but what can that matter?"

“It matters so much to me,” replied the wolf, “that your lot shall not be mine at any price;” and, leaping away, he ran once more to his native forest.

After studying this story carefully, especially the conversation between the dog and the wolf, you may write it in *your own words*.

Give the conversation between the dog and the wolf as you recall it.

Be sure to express the words of the conversation as quotations.

LESSON CXXIII.

DEPENDENT STATEMENTS.—ADVERBIAL CLAUSES.

1. They entered the harbor under full sail.
2. The sun was just then setting.

By a careful study of these two sentences, we see that the second sentence adds a new thought to the first.

When was the sun setting? What *word* in the first sentence does “**The sun was just then setting**” *explain*, or *depend upon*?

When one of two sentences is used to ex-

plain some word in the other, it is often better to unite the two sentences.

These sentences can be united into:

They entered the harbor under full sail, while the sun was setting.

While the sun was setting here tells us *when* something happened.

What *word* does "**while the sun was setting**" *modify, explain, or depend upon?*

Unite the following pairs of statements, after studying carefully their relations.

Does the second sentence in each pair *modify, explain, or depend upon* some word in the first sentence of the same pair?

1. The messenger brought the telegram.
We were at dinner when he came.
2. George may play ball this afternoon.
He must get his lessons first.
3. We go in bathing every day.
We always go in when the tide is high.
4. Capt. Benson had malarial fever.
This was when he was on duty in Cuba.
5. The blacksmith went to his work at six o'clock in the morning.
His neighbors were asleep at this time.

LESSON CXXIV.

DICTATION.

1. Before the mountains were brought forth God reigned in the universe.

2. The location of the camp was so high that it overlooked the surrounding country for miles.

3. Though he slay me, yet will I trust in him.

4. When the morning light appeared, we were out of sight of land.

5. The Eskimo cannot enter his house without crawling on his hands and knees.

6. Edgar was such a genial fellow that everybody thought well of him.

7. The wind blew so hard that it became necessary to reef the sails.

8. Samuel worked so well throughout the year that he took first place in his class.

9. The horse had to draw the heavy carriage so far through the sand that his shoulders became badly chafed.

10. They talked so much about the affairs of others that they had little time to attend to their own business.

LESSON CXXV.

DEPENDENT STATEMENTS. — CLAUSES. — REVIEW.

1. That is Mr. Harlow.
He is conductor on the Chicago express.
2. This is David Ellis.
He has the best French lessons in his class.
3. That severe storm came in February.
It did more damage than any other of last winter's storms.
4. John caught a young squirrel last month.
It will now eat out of his hand without fear.
5. Mr. Adams lives in that house.
He has been mayor of this city for four years.
6. He saw every laborer instantly drop his pick or shovel.
This happened just as the clock struck twelve.

*Change each pair of sentences into a single sentence containing a **clause**.*

What kind of clause will you have in each sentence? Why?

LESSON CXXVI.



Learn the following poem:

THE BROOK.

I come from haunts of coot and hern,
I make a sudden sally,
And sparkle out among the fern,
To bicker down the valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret,
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling ;

And here and there a foamy flake
Upon me, as I travel

With many a silvery waterbreak
Above the golden gravel.

And draw them all along, and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

I steal by lawns and grassy plots,
I slide by hazel covers ;
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows ;
I make the netted sunbeams dance
Against my sandy shallows.

I murmur under moon and stars
In brambly wildernesses ;
I linger by my shingly bars ;
I loiter round my cresses ;

And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

ALFRED TENNYSON.

To the Teacher. — It will be well for the pupils to study the meaning of every stanza of this poem under skillful direction.

The pictures of nature will be blank to many who have not the teacher to guide them. Many city children have never seen some of the forms of nature mentioned in this poem. It is possible to help such children by a study of pictures. Every school should be supplied with pictures or lantern slides that represent all the natural forms mentioned in the school work, if it is impossible for the children to see and study nature at first hand. The true value of words in their sentence relations should also be studied.

The shades of thought can be unfolded as the poem is taught. Be sure that the attention is called to the punctuation of every sentence.

LESSON CXXVII.

SIMPLE, COMPLEX, AND COMPOUND SENTENCES.

Let us study carefully the meaning and the forms of the three sentences below :

1. A selfish man is usually unhappy.
2. A man who is selfish is usually unhappy.
3. A selfish man is usually unhappy, and he often makes those about him unhappy.

Do the first and second sentences differ in form? What has caused the change in form? What new element in the second sentence is not found in the first? What does this element modify? What is this element called?

Do the first and second sentences differ in meaning? Is there any new thought in the second sentence not found in the first?

How does the third sentence differ in form from the first? Are the thoughts the same in each? What new thought in the third sentence not found in either of the others?

A sentence like the first that contains a single thought expressed in its simplest form is a **simple sentence**.

A sentence like the second that contains a clause is a **complex sentence**. (See Lessons CXX., CXXI., CXXIII.)

A sentence like the third that contains two distinct thoughts is a **compound sentence**.

Tell whether each of the following sentences is simple, complex or compound; and give a reason in each case.

1. Beautiful old elms shaded the walk on either side.

2. The meadows, where the children skated in winter, were now covered with grass and wild flowers.

3. The farmers had driven in the last load of hay; and the cows had been brought home from pasture.

4. George does all the work about the garden, but Frank takes care of the horses.

5. Last Saturday afternoon we took a long walk into the country.

6. When summer vacation comes, we shall live in our cottage at the seashore.

7. The boys and girls are studying hard now, and they will be glad to rest after graduation.

8. He who does his best to-day will be sure not to repent to-morrow.

9. Under the spreading chestnut tree
The village smithy stands.

10. The sun upon the lake is low,
The wild birds hush their song;
The hills have evening's deepest glow,
Yet Leonard tarries long.

LESSON CXXVIII.

CONJUNCTIONS.

1. John *and* James went to Chicago.

2. John went to Chicago *and* James went to New York.

3. John went to Boston, *but* James remained at home.

4. John *or* James will go to St. Louis.

5. John will go to Philadelphia, *if* James remains at home.

Study the little words *and*, *but*, *or*, and *if* in the sentences just given.

Notice the parts of the sentences which these little words connect.

Words like *and*, *but*, *or*, and *if*, in the sentences just studied, used to connect parts of sentences, are called **conjunctions**.

Point out the conjunctions in the following sentences:

1. Morning and evening were alike to him.

2. He will go this evening or to-morrow morning.

3. All the young people went on a picnic, but the old folks remained at home.

5. He will remain here unless they send for him.

6. I came because you called me.

7. They told me that he was ill.

8. Mary and Ethel will be on time, for they are never late.

LESSON CXXIX.

INTERJECTIONS.

1. Hurrah! That was well done.
2. Hello! When did you arrive?
3. Alas! How hard it must be!
4. Hush! The baby is asleep.
5. Bravo! You did well, my boy!

Do you ever use any words like those at the beginning of these sentences? How do you feel when you shout, "Hurrah!"? Do you feel the same when you say, "Hush!" or "Alas!"?

Why do you think *hurrah*, *hello*, *alas*, *oh*, and similar words are used?

Words like *alas*, *bravo*, *hush*, and *hurrah* used to express strong feeling are called **interjections**.

LESSON CXXX.

LETTER WRITING.

Letter writing may include many forms of composition.

The simplest of these forms is the correspondence of friends, examples of which have already been given.

The letters of business firms constitute the great bulk of the letters of all our mails. Business men spend much time in dictating letters. They are very careful that the forms of these letters shall be of the best.

The leading newspapers have their correspondents at all centers of public interest to write what the people wish to know. The letters of these correspondents are printed in the daily papers and are very interesting to the student of current history.

Statesmen sometimes express their opinions on important public questions in what are called open letters. These letters first appear in some leading newspaper and may be directed to the editor.

Military orders may take the letter form.

Diplomatic correspondence between the representatives of different nations is written in letter form.

It is therefore important for us to learn something more of the forms of letters.

In order to understand a letter we must know the conditions under which it is written.

Study and copy the following letters.

Hartford, Conn.

July 7, 1901.

Messrs. Thompson, Brown & Co.,
Boston, Mass.

Gentlemen:—

Please send by Adams
Express

300 copies D. & K Lang. Ses.

400 " " " " Eng. Gram.

350 " Nichols's Graded Ses. Bk IV,
and oblige,

Yours truly,

John Brooks.

STAMP.

Messrs. Thompson, Brown & Co.,

Boston,

76 Summer St.

Massachusetts.

Boston, July 8, 1901.

Mr. John Brooks,
Hartford Conn,

Dear Sir:—

We have your favor of the seventh with order for books, which will receive immediate attention. Thanking you for the same and awaiting your further orders we are,

Yours truly,
Thompson, Brown & Co.

STAMP.

Mr. John Brooks,
Hartford,
Connecticut.

LESSON CXXXI.

LETTER OF INQUIRY.

Copy the following letter of inquiry:

Wilmington, Del., July 5, 1901.

Messrs. Chandler & Barber,
Boston, Mass

Gentlemen:

I have a small lawn which is somewhat shaded, and want to get the best kind of grass seed for it. I hope you will be able to send me something that will grow in this place, as I have tried a number of kinds with indifferent success.

Assuming that this prospective seed will take root, I shall want a lawn mower and would like your advice as to the best kind, size, etc., and that will lead

up to requiring a lawn rake. Will you kindly give me prices on lawn rakes, both iron and wooden?

I shall probably want some garden hose, but will advise you later regarding this. An early reply will greatly oblige.

Yours very truly,

Alexander J. Bowser.

The letter just copied is another form of business letter. Study every part of this letter with care.

Study the reply of Messrs. Chandler & Barber to the letter just copied. You will see that the reply is written with a type-writer, and not with a pen. Most business letters now are written or printed on type-writers, because they can be written much more rapidly, and are easier to read.

BOSTON, MASS., June 8, 1901.

Mr. Alexander T. Bowser,
Wilmington Del.

Dear Sir:

Your favor of the 5th is just at hand. We have with us a practical seedsman, in our Mr. Hovey. He has made a study of seed life and we give you the benefit of his experience.

He states that our mixture, prepared for the shady location will grow, if anything will. This will cost you 30 cents per quart.

We enclose a pamphlet showing the different styles of Philadelphia Mowers. There are none better than these, and we think none quite as good. As your lawn is not large, we think that the 14 inch would be what you require. This will cost you \$6.35. A lawn rake, of either wood or steel, such as you desire, would cost 50 cents.

We shall be glad to receive your inquiry for orders for hose, or anything else in our line. Thanking you for the above inquiry and soliciting order, we are

Yours truly,

CHANDLER & BARBER.

Dictated by
Mr. Barber.

Write other letters from these models. Make the conditions such that they will suit the forms given. Use the utmost care in punctuation.

LESSON CXXXII.

ANSWER TO LETTER OF INQUIRY.

The following letter will tell its own story. Notice how it differs from the letters of previous lessons.

345 Lincoln Ave.,
Chicago, Ill., May 12, 1901.

Mr. John K. Norwood,
123 Wabash Ave.,

Dear Sir:—

In answer to your inquiry of the 21st instant, regarding the ability and integrity of John H. O'Neil, who has been so long in my employ, I am most happy to state that he is trustworthy in every particular.

I would gladly have promoted him to a position similar to the one he seeks with you, had not an equally worthy man been entitled to the place by priority of service.

I have only good words for O'Neil, and shall be willing to employ him, whenever he cares to accept such a place as I can offer him.

Respectfully yours,
Arthur J Stanhope.

Copy this letter with great care. Make your margins, spacing, position of parts, and punctuation the same as in the letter.

This letter of Mr. Stanhope is an answer to a letter of inquiry?

Who wrote the letter of inquiry?

Try to write the letter of inquiry.

LESSON CXXXIII.

LETTER FORMS.

116 Arch Street, Philadelphia.

June 24, 1901.

Mr. Charles H. Donovan,

My dear Sir:—

Your kind letter
of information is at hand.....

Sincerely yours,

Elmer H. Tracy.

95 Vine St., Portland, Maine,

Sept. 10, 1901.

Mrs. R. H. Dame,

My dear Madam:—

Your note of
the 7th asking etc.....

Very truly yours,

Sarah F. Emery.

Copy these forms carefully. Write a letter using one of the above forms as a guide. You may use other names and other headings in your letters.

LESSON CXXXIV.

LETTER IN ANSWER TO ADVERTISEMENT.

Copy this letter with care:

128 Pearl St., Chicago, Ill.

Aug. 12, 1901.

Messrs. Johnson Wood & Co.,
1492 Wabash Ave., Chicago, Ill.,

Gentlemen:—

In answer to your advertisement in yesterday's Tribune I apply in my own handwriting for the position in your store.

I am fifteen years old, large for my age, and have always

had excellent health. I was graduated from the Lincoln grammar school last June, and can bring a recommendation from the principal, Mr. Wise, if you wish me to call at your office for an interview.

Hoping that you may wish to see me, I am,

Very respectfully yours,
Henry J. Endicott.

What kind of letter would you call this? Why? Write a similar letter applying for a position which you would like to fill.

LESSON CXXXV.

OFFICIAL LETTER.—FOR STUDY.

The following letter from Governor Wolcott of Massachusetts to Adj. Gen. Dalton is a good sample of official correspondence.

Executive Department,
Commonwealth of Massachusetts,
Aug. 15, '98.

Adj. Gen. Dalton,
State House, Boston, Mass.

My Dear Sir:— I have to-day appointed
Second Lieut. Augustus G. Reynolds as
First Lieutenant, Company H, vice Geo. N.
Jewett, resigned and discharged, Aug. 11,
S.O., No. 188; and First Sergt. Thomas
O. H. Pineau as Second Lieutenant, Com-
pany H, vice Reynolds, promoted.

The above are of the Eighth Massachu-
setts Regiment of Infantry.

Very truly yours,

Roger Wolcott,

Dictated.

Governor.

LESSON CXXXVI.

THE PARTS OF A LETTER.

Let us recall what we have learned about
the different parts of a letter, taking the parts
in regular order.

THE HEADING.

From our examinations of the headings of
letters, already studied and written, we see

that the most prominent part of the heading is the name of the place where the letter is written. If the place of writing is a city, besides the names of the city, and the state, the name and the number of the street is given, that the exact place of writing may be known.

For towns, villages, and smaller places, where the streets are not named, and the houses are not numbered, the name of the place is sufficiently definite to locate the person writing the letter.

In addition to the place, we find in the heading of the letters examined, the date of the writing, which includes the day of the month, and the year in which the letter is written.

In some of the letters the day of the week is also added.

We can sum up the items which may make The Heading of a letter as follows:

1. The name of the city, town, or post-office.
2. The name of the state.
3. The name of the street and the number of the house.

4. The day of the week, the day of the month, and the year.

By further examination of our letters we see that **The Address** of a letter gives us the name of the person to whom the letter is written, and sometimes the place where such person lives; including street and number, if necessary.

We have learned that **The Salutation** is the formal, courteous, or affectionate greeting immediately preceding the body of the letter.

In the letters thus far read and written we have come to know that the most important part of each letter is **The Body**, which includes all that is most valuable in the letter. **The Body** of a letter contains all the facts for which the letter is written. It is the message of the writer to his correspondent.

If the letter is an answer to one received, or one of a series in a correspondence, this fact may be referred to in the opening sentence; but no other formalities are necessary to introduce at once the main purpose of the writing.

In all your letters write carefully and concisely what you wish to say, and stop when

you are through. Be careful of your spelling and punctuation.

The Conclusion is to show when a letter is finished without taking the trouble to write a statement of the fact. Remember that the **Complimentary Ending**, or **Conclusion**, shows also the regard for the one to whom the letter is written. It may be, therefore, formal or affectionate, according to circumstances.

The Signature is the name of the writer, and should be written in a clear, legible hand.

LESSON CXXXVII.

LETTERS TO BE WRITTEN.

The following exercises will afford considerable practice in letter writing, in the various forms already studied. Letter forms by themselves are of very little value. Unless you know the conditions, it will be impossible for you to choose the correct form. If you study carefully the following exercises, and decide which of the letter forms already given is best suited to each exercise you will probably be able to write correctly any letter indicated.

1. Invite a friend to come and remain with you a few days during your spring vacation. Tell what you intend to do during the visit.

2. Henry Desmond has received a Collie pup by express from his uncle. Write a letter from your own home to any of your uncles, such as you would write if you had been in Henry's place.

3. You are away on your vacation and are not certain what studies you are to take next term. Write a letter asking your teacher about the studies. Mention how you are passing your time, and express an interest in your teacher's vacation.

4. Your grandmother writes asking your mother to allow you to spend a part of the summer vacation with her on the farm, down in Maine. Write grandmother's letter.

5. Write your grandmother a letter thanking her for the invitation, and telling her when you expect to come. Mention some of the things you expect to do while there.

6. Write a letter home from grandmother's to your father or mother. Tell what you have seen, and how you have spent your time.

7. Write a letter inclosing \$1.75 to Perry Mason & Co., Youth's Companion Building, Boston, Mass., subscribing for the Youth's Companion.

8. You have seen an advertisement in a daily paper for a reliable young man, a graduate of a grammar school, to fill a place in a wholesale dry goods store. Write a letter, answering the advertisement, giving your qualifications, and naming two or more reliable persons as references. Mention the name and the date of the paper in which you saw the advertisement.

9. Write the answer to your letter above, asking you to call for an interview.

10. Your mother wishes summer board in the country for two or three weeks for herself and family. Answer an advertisement for summer boarders, asking for all the information your mother needs. Tell what she wishes, and inquire price of board.

11. Write the answer to number 10.

12. Write to Messrs. Houghton, Mifflin & Co., directing your letter to Boston, or New York, whichever place is nearest you, asking to have a set of Whittier's Poems,

5 vol. edition, forwarded to a friend of yours who lives in another place. As you are sending the books for a Christmas present, mention the fact that you inclose the price.

13. Write a letter to your friend, telling him of the present to be forwarded, and send Christmas greetings. You might also tell him how you and your friends expect to pass the holidays.

14. Write such a letter as your friend might send you on receiving the set of Whittier's Poems.

15. A party is going to drive to Pleasant Lake for a picnic. Write a note inviting Mary Miller and her brother Hugh to go with you. State time and place of starting. Tell who are going, what games are to be played, and other facts of interest.

16. Write Mary Miller's answer to your letter of invitation.

To the Teacher.—No one is so well qualified to suggest subjects for letters as the teacher. Some of the best thoughts of the children may be awakened, and molded into good English by a careful selection of themes for letters.

Occasions are constantly arising to furnish excellent subjects for letters.

LESSON CXXXVIII.

FORMAL NOTES.—NOTES OF INVITATION.

The following notes of invitation show the forms in good use. How does the form of address in these notes differ from the forms used in the letters of correspondence, which we have studied?

After studying the notes of invitation, acceptance, and regret, write similar notes, such as you or your friends might wish to send.

Mr. and Mrs. Edward Thayer
request the pleasure of
Mr. and Mrs. Thomas Ray's
company at dinner
on Wednesday, February fifth,
at seven o'clock.
Three Stratford Avenue.

Mr. and Mrs. John Gould Shaw
request the pleasure of
Mr. Howard Russell's
company
on Tuesday, June seventh,
from eight until eleven o'clock.
Ten Osborn Road
Music.

Mr and Mrs. Henry Munroe
request the pleasure of
Mr. and Mrs. Irving Payne's
company
on Thursday, March twelfth,
at eight o'clock, to meet
The Hon. John Lewis Bates.
426 Chestnut Street.

LESSON CXXXIX.

FORMAL NOTES OF ACCEPTANCE AND REGRET.

Mr. and Mrs. Thomas Ray
accept with pleasure
Mr. and Mrs. Edward Thayer's
kind invitation
for Wednesday, February fifth,
at seven o'clock.

Mr. Howard Russell
regrets that a previous
engagement prevents
his acceptance of
Mr. and Mrs. John Gould Shaw's
kind invitation
for Tuesday, June seventh,
from eight until eleven o'clock.

LESSON CXL.

TELEGRAMS, ETC.

When we wish to send word quickly to absent friends, or when urgent business requires the sending of orders or replies for long distances, the messages are sent by telegraph or telephone.

If word is sent by telegraph, the regular length of the message, or dispatch, as it is sometimes called, is ten words.

Every message of ten words or less costs a fixed price, according to distance. For each additional word above ten an extra charge is made; so that business men learn to say as much as possible in a few words, to save expense. No charge is made for date, address, and signature.

EXAMPLES.

Mr. Reed, being in Chicago on business, had planned to reach his home in New York at six o'clock in the evening of Nov. 10. His family expected him to be with them at dinner. An accident on the railroad delayed his train, and Mr. Reed would not be able to reach his home until the next day. He felt sure

that his family would learn of the accident, and be anxious about him, so he sent the following telegram.

Nov. 10, 1900.

Mrs. F. A. Reed,

716 Fifth Ave., New York.

Am all right. Train delayed by accident.
Home to-morrow morning.

F. A. Reed.

Frank Adams of Boston is on a visit to his uncle Mr. Taber in Albany, N. Y. Frank's parents expect him home on Sept. 11. On Sept. 10, Mr. Taber is suddenly summoned to Chicago on business, and invites Frank to accompany him. As Frank has never visited Chicago, he is eager to go with his uncle, but is unwilling to do so without the consent of his parents. Mr. Taber tells Frank that he will try to secure their approval, and sends the following telegram.

Mr. A. D. Adams,

216 Milk St.,

Boston, Mass.

Can Frank accompany me to Chicago, if home September seventeen?

The examples just given show the simple forms used to tell all necessary facts.

By studying these forms and the facts they are intended to make clear, you can make many similar telegrams.

Note to Teacher. — It would be well to require the pupils to invent incidents suggested by the above examples for their classmates to re-write in form of telegrams.

LESSON CXLI.

POEM. — FOR STUDY.

Learn the following poem:

THE LANDING OF THE PILGRIMS.

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed.

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted came,
Not with the roll of stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear, —
They shook the depths of the desert's gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea,
And the sounding aisles of the dim woods rang
With the anthem of the free.

The ocean eagle soared,
From his nest by the white wave's foam,
And the rocking pines of the forest roared,
This was their welcome home.

There were men with hoary hair
Amidst that pilgrim band, —
Why had they come to wither there
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth ;
There was manhood's brow serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?—
They sought a faith's pure shrine.

Ay, call it holy ground,
The soil where first they trod;
They left unstained what there they found;—
Freedom to worship God.

MRS. HEMANS.

Study the picture in the first two stanzas of this poem, until you can close your eyes and see it. Imagine how the picture would look if painted by an artist. Try to draw such a picture.

Who were these people that anchored off this wild shore on such a night? With whom are they compared? How did they appear? What sounds were heard beside those of the storm and the sea? Picture to yourself the people as they are described. Are they like any other persons you have ever seen?

Notice the questions asked in the poem about their coming. Can you answer these

questions? What does the last line of the ninth stanza mean?

Tell the story of the tenth stanza in your own words.

LESSON CXLII.

STUDY OF LANDING OF THE PILGRIMS.

Tell the story of "The Landing of the Pilgrims" in your own words.

Before attempting to write your story, make a careful analysis of the poem. Put down the subjects of thought as you see them, then follow the order of your subjects in writing.

Make a paragraph for each subject.

Study the punctuation of the entire poem carefully.

Notice the use of the dash (—) with the comma, interrogation point, and semicolon.

Try to determine why the dash is used with these other marks.

Could any other punctuation be properly used for these marks?

Be sure that every sentence of your story is correctly punctuated.

LESSON CXLIII.

SELECTION FOR STUDY.



Great truths are portions of the soul of man ;
Great souls are portions of Eternity ;
Each drop of blood that e'er through true heart ran
With lofty message, ran for thee and me ;
For God's law, since the starry song began,
Hath been, and still forever more must be,
That every deed, which shall outlast Time's span,
Must goad the soul to be erect and free ;
Slave is no word of deathless lineage sprung,—
Too many noble souls have thought and died,

Too many mighty poets lived and sung,
And our good Saxon, from lips purified
With martyr-like fire, throughout the world hath rung
Too long, to have God's holy cause denied.

JAMES RUSSELL LOWELL.

What are great truths? What is meant by "portions of Eternity"? What do the third and fourth lines mean? What is God's law, and what must it always be? What kind of deed is here spoken of? What is meant by "Time's span"? What is meant by "deathless lineage." What is the leading thought in this selection of poetry?

Write in your own words the thoughts suggested by a study of this selection.

LESSON CXLIV.

NOUN CLAUSES USED AS SUBJECTS.

1. That Abraham Lincoln wrote the Emancipation Proclamation is known to all true Americans.
2. How General Grant captured Vicksburg is recorded in history.

3. That labor is its own reward is an old proverb.

4. Whether he is guilty or not remains to be proved.

What does the first sentence tell us is known to all true Americans?

What then is the subject of the first sentence?

What does the second sentence tell us is recorded in history?

What then is the subject of the second sentence?

What does the third sentence tell us is an old proverb?

What then is the subject of the third sentence?

What does the fourth sentence tell us remains to be proved?

What then is the subject of the fourth sentence?

A clause used as a subject is called a noun clause.

Name the noun clause in each of the sentences just studied.

Write five sentences, using a noun clause as the subject of each sentence.

Be sure that these sentences express your own thoughts about matters that interest you.

Find noun clauses used as subjects in your reader.

LESSON CXLV.

Learn this poem :

THE LOVELY SHELL.



See what a lovely shell,
 Small and pure as a pearl,
Lying close to my foot,
 Frail, but a work divine,
Made so fairily well
 With delicate spire and whorl,
How exquisitely minute,
 A miracle of design !

What is it? A learned man
 Could give it a clumsy name.
Let him name it who can,
 The beauty would be the same.

The tiny cell is forlorn,
Void of the little living will
That made it stir on the shore.
Did he stand at the diamond door
Of his house in a rainbow frill?
Did he push, when he was uncurl'd,
A golden foot or a fairy horn
Thro' his dim water world?

Slight, to be crushed with a tap
Of my finger on the sand!
Small, but a work divine!
Frail, but of force to withstand,
Year upon year, the shock
Of cataract seas that snap
The three decker's oaken spine
Athwart the ledges of rock,
Here on the Briton strand!

ALFRED TENNYSON.

Who holds the shell in his hand? What words does the poet use to describe the shell?

What beautiful lesson can we learn from the poem?

Write a story of the shell.

LESSON CXLVI.

NOUN CLAUSES USED AS OBJECTS.

1. The teacher told us that the pussy-willows have come.
2. We will ask him what he intends to do.
3. The intelligent farmer raises what will bring a good price in the market.
4. The messenger reported to the anxious throng that the vessel was safe.
5. Every noble man knows that character is more valuable than all other possessions.

What does the first sentence say *that the teacher told us*?

What then is **the object** in the *first sentence*?

What does the second sentence say *we will ask him*?

What then is **the object** in the *second sentence*?

What does the third sentence tell us *that the intelligent farmer raises*?

What then is **the object** in the *third sentence*?

What does the fourth sentence tell us *the messenger reported*?

What then is **the object** in the *fourth sentence*?

What does the fifth sentence tell us every noble man knows? What then is the object in the fifth sentence?

A clause used as an object is called a noun clause.

Name the noun clause in each of the sentences just studied.

Write five sentences, using a noun clause as an object in each sentence.

Point out the noun clauses in the following sentences, and name the verb which governs each :

1. Mr. Farmer says that most boys play twice as much as they work.

2. Everybody believes what Mary says, even when she tells what seems hard to understand as the truth.

3. It is the duty of the soldier to do what he is ordered.

4. Philip described what he had seen so vividly that all understood what had happened.

5. Hold fast all I give you, and catch what you can.

6. Take whatever advice is given you, but do what your conscience approves.

LESSON CXLVII.

Commit to memory the following poem:

THE PETRIFIED FERN.



In a valley, centuries ago,
Grew a little fern-leaf, green and slender,
Veining delicate and fibers tender:
Waving when the wind crept down so low;
Rushes tall, and moss, and grass grew round it,
Playful sunbeams darted in and found it,

Drops of dew stole in by night, and crowned it,
But no foot of man e'er trod that way;
Earth was young, and keeping holiday.
Monster fishes swam the silent main,
Stately forests waved their giant branches,
Mountains hurled their snowy avalanches,
Mammoth creatures stalked across the plain;
Nature reveled in grand mysteries,
But the little fern was not of these,
Did not number with the hills and trees;
Only grew and waved its wild sweet way,
No one came to note it day by day.
Earth, one time, put on a frolic mood,
Heaved the rocks and changed the mighty motion
Of the deep, strong currents of the ocean;
Moved the plain and shook the haughty wood,
Crushed the little fern in soft moist clay,—
Covered it, and hid it safe away.
O, the long, long centuries since that day!
O, the changes! O, life's bitter cost,
Since that useless little fern was lost!

Useless? Lost? There came a thoughtful man
Searching nature's secrets, far and deep;
From a fissure in a rocky steep
He withdrew a stone, o'er which there ran

Fairy pencilings a quaint design,
 Veinings, leafage, fibers clear and fine.
 And the fern's life lay in every line!
 So, I think, God hides some souls away,
 Sweetly to surprise us the last day.

MARY L. BOLLES BRANCH.

Tell the story of the fern in your own words.

LESSON CXLVIII.

NOUN CLAUSES.

Name the noun clauses used as subjects, and those used as objects, in the following sentences:

1. When the steamer will arrive is uncertain.
2. No one is able to tell how long he will be gone.
3. Whatever he attempts is sure to be well done.
4. Why he returned so soon is not yet known.
5. Lovers of freedom rejoice that Cuba has become a republic.

6. The boys could not find where the blue-birds had built their nest.

7. That good habits make good men is true.

8. No one in the crowd could understand what the poor fellow wanted.

9. Why little Jo preferred to stand on his head rather than on his feet is still a mystery to those elderly people in his neighborhood, who think there is but one proper way of standing.

10. To hear Scrooge expending all his earnestness on such subjects, and to see his excited face would have been a surprise to his business friends in the city.

11. Poor Jim soon learned that he must depend wholly upon himself; for few people knew how the little fellow lived; and no one inquired what he did, as long as he was out of sight. The ease with which the world forgets poor little boys is not to the world's credit.

Write five sentences, using a noun clause as a subject in each; and five sentences, using a noun clause as an object in each.

LESSON CXLIX.



Learn the following poetry :

EACH AND ALL.

Little thinks, in the field, yon red cloaked clown
Of thee from the hill-top looking down ;
The heifer that lows in the upland farm,
Far heard, lows not thine ear to charm ;
The sexton, tolling his bell at noon,
Deems not that great Napoleon
Stops his horse, and lists with delight,

Whilst his files sweep round yon Alpine height ;
Nor knowest thou what argument
Thy life to thy neighbor's creed has lent.
All are needed by each one ;
Nothing is fair or good alone.

I thought the sparrow's note from heaven,
Singing at dawn on the alder bough ;
I brought him home, in his nest, at even ;
He sings the song, but it cheers not now,
For I did not bring home the river and sky ;
He sang to my ear, — they sang to my eye.

The delicate shells lay on the shore ;
The bubbles of the latest wave
Fresh pearls to their enamel gave,
And the bellowing of the savage sea
Greeted their safe escape to me.
I wiped away the weeds and foam,
I fetched my sea-born treasures home ;
But the poor, unsightly, noisome things
Had left their beauty on the shore
With the sun and the sand and the wild uproar.

The lover watched his graceful maid,
As, mid the virgin train she strayed,

Nor knew her beauty's best attire
Was woven still by the snow-white choir.
At last she came to his hermitage,
Like the bird from the woodlands to the cage;—
The gay enchantment was undone,
A gentle wife, but fairy none.

Then I said, "I covet truth;
Beauty is unripe childhood's cheat;
I leave it behind with the games of youth;"—
As I spoke, beneath my feet
The ground-pine curled its pretty wreath,
Running over the club-moss burrs;
I inhaled the violet's breath;
Around me stood the oaks and firs;
Pine-cones and acorns lay on the ground;
Over me soared the eternal sky,
Full of light and of deity;
Again I saw, again I heard
The rolling river, the morning bird;—
Beauty through my senses stole;
I yielded myself to the perfect whole.

RALPH WALDO EMERSON.

LESSON CL.

STUDY OF EACH AND ALL.

The poem "Each and All" contains many beautiful pictures. Let us take time to see some of them. What is the first picture? Have you ever seen anything in nature, which this word picture recalls? How many lines of the poem are required to form the first picture? Think of yourself as standing on a hilltop, while you attempt to see what the poem describes. What is the first picture presented to you? Could you draw the picture if you were an artist? What is meant by an "upland farm"?

Does "the sexton tolling his bell" bring a new picture before you? Try to describe this picture in your own words. What do the ninth and tenth lines mean? The eleventh and twelfth lines contain a great truth. It may take time to fully understand it. You can learn something of this truth to-day; but it will pay you to think of it often. Write a description of any picture found in the first twelve lines of this poem.

LESSON CLI.

CONTINUED STUDY OF EACH AND ALL.

Let us continue our study of "Each and All."

What pictures do you see in the six lines beginning "I thought the sparrow's note from heaven"?

What is meant by the first two of these lines?

What is meant by "they sang to my eye"?

Make the pictures in these six lines just as clear to yourself as you can. In making pictures in this way, always think of something you have seen to make your pictures as real as possible.

Study the pictures in the ten lines beginning, "The delicate shells lay on the shore."

Try to see all the parts to the pictures suggested by these ten lines.

Write a description in your own words of the picture in this poem which interests you most.

LESSON CLII.

PUNCTUATION.

Terminal Marks.

1. An investment in knowledge always pays the best interest.
2. Have you ever heard a bird chorus on an early spring morning?
3. What beautiful music the birds make!
4. Send John to me at once.

Notice the punctuation mark used after each of these sentences.

After what kinds of sentences is the period used?

What kind of sentence requires the interrogation point?

What kind of sentence is followed by the exclamation point?

The only punctuation marks used at the ends of sentences are the period (.), the interrogation point (?), and the exclamation point (!).

Make rules telling what punctuation mark should be used at the end of each kind of sentence.

The Comma.

The comma is much more used than any other mark of punctuation. We have already studied the comma in many sentences and selections of this book. Let us study it again with great care in the sentences that follow.

1. Henry, please close the door.
2. Come to the office, John, at twelve o'clock.
3. Why is your lesson unlearned, Mary?

What words name the persons spoken to or addressed in these sentences? How is each of these words separated from the rest of the sentence?

Find other sentences in this book where the names of persons addressed are separated from the rest of the sentence.

From a study of these sentences make a rule telling how the name of a person addressed should be separated from the rest of a sentence.

4. The blackbirds, robins, song-sparrows, and bluebirds have returned.
5. That poor, ragged, tottering, feeble, old man is Rip Van Winkle.

What words in the fourth sentence are used in the same relation? How are these words separated? What words in the fifth sentence are used in the same relation? How are these words separated?

Make a rule telling how two or more words similarly used in a sentence should be separated.

6. Hiawatha, a poem of Indian legends, was written by Longfellow.

7. Nokomis, the grandmother of Hiawatha, taught him about the birds and animals of the forest.

What words in the sixth sentence explain or tell us about Hiawatha? How are these words separated from the rest of the sentence?

What words in the seventh sentence explain or tell us about Nokomis? How are these words separated from the rest of the sentence?

Make a rule telling how an explanatory word or phrase should be separated from the rest of the sentence.

8. Children who study the hardest usually have the best lessons.

We see that there is no comma in this sentence, because the clause is so closely related to the rest of the sentence.

9. James carried home a lame dog, which a passing team had injured.

In this sentence we see that the clause is not closely related to the rest of the sentence, so it is separated by a comma. It is plain that the clause could be omitted without destroying the meaning of the rest of the sentence.

Make a rule telling when a clause should be separated from the rest of the sentence by a comma.

10. "Call at my office to-morrow morning at 8 o'clock," said Mr. Blanchard.

11. Harry replied, "I will be sure to be on hand at that time."

12. "How is it possible," said Mr. Mansfield, "to send messages without telegraph wires?"

Study the punctuation of sentences 10, 11, and 12 with great care, then

Make a rule telling how a direct quotation should be separated from the rest of a sentence.

13. The night was dark, the snow blew incessantly, and the dark fir-trees roared all around us.

14. The day was very cold, and the children did not care to skate.

The Semicolon.

15. The north wind fights me; the west wind plays with me; the east wind sighs, and is always ready to weep; the south wind loves and kisses me.

16. A shepherd lay upon a broad stone on the hillside; above him spread an olive-tree, old, ragged, and gloomy. Wearied with long watching he had fallen asleep; his crook had slipped from his hand.

Sentences 13 and 14 and selections 15 and 16 show how compound sentences are punctuated.

Why are the parts of sentences 13 and 14 separated by commas? Why are semicolons used in selections 15 and 16?

Make a rule telling when the parts of a compound sentence may be separated by commas, and when by a semicolon.

LESSON CLIII.

POEM.—FOR STUDY.

THE CHAMBERED NAUTILUS.

This is the ship of pearl, which, poets feign,
Sails the unshadowed main,—
The venturous bark that flings
On the sweet summer wind its purple wings
In gulfs enchanted, where the Siren sings,
And the coral reefs lie bare,
Where the cold sea-maids rise to sun their streaming
hair.

Its webs of living gauze no more unfurl;
Wrecked is the ship of pearl!
And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed,—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spread his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway through,

Built up its idle door,
Stretched in his last found home, and knew the old
no more.

Thanks for the heavenly message brought by thee,
Child of the wandering sea,
Cast from her lap, forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathèd horn!
While on mine ear it rings,
Through the deep caves of thought I hear a voice
that sings:—

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

OLIVER WENDELL HOLMES.

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